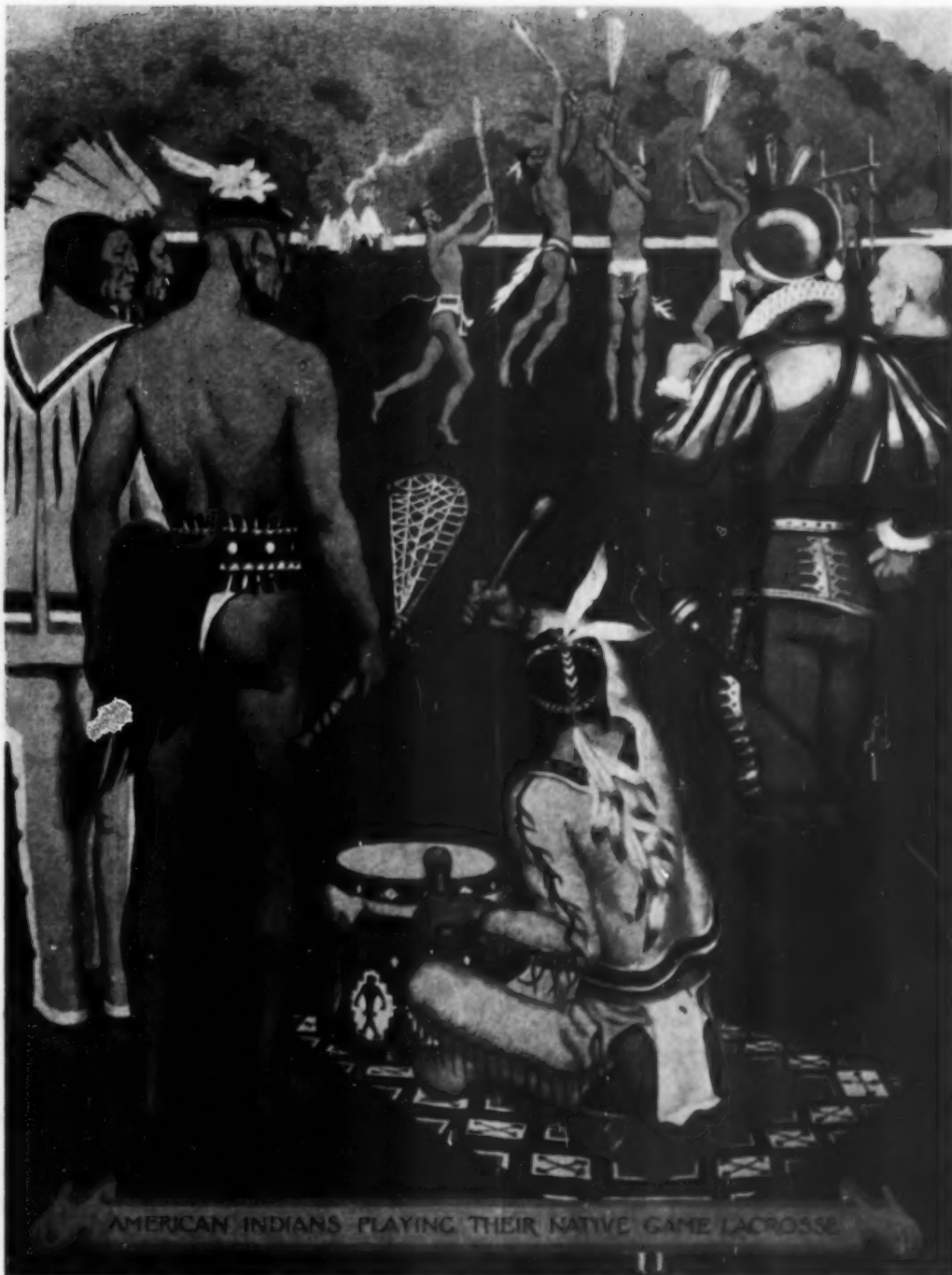


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SCHOLASTIC COACH



From a mural by Griffith Baily Coole in the New York Athletic Club

Courtesy, "The Winged Foot"

FEBRUARY 1932

Vol. 1 - No. 6

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FEBRUARY, 1932

SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education by

SCHOLASTIC-ST. NICHOLAS CORPORATION
M. R. Robinson, President

Address all editorial and advertising communications to *Scholastic Coach*, 155 East 44th Street, New York, N. Y. Circulation department, 40 South Third Street, Columbus, Ohio. Branch advertising offices: Wabash Building, Pittsburgh, Penna.; 333 North Michigan Avenue, Chicago, Ill. G. Herbert McCracken, publisher; S. Z. Oppenheim, advertising manager.

THE SPORTSMANSHIP BROTHERHOOD, Inc., for the fostering and spreading of the spirit of sportsmanship throughout the world, is allied with *Scholastic Coach* and uses this journal as its official publication. Address communications to THE SPORTSMANSHIP BROTHERHOOD, Inc., 342 Madison Avenue, New York, N. Y. Matthew Woll, president; Devereaux Milburn, Preston Davis, C. C. Goodrich, Marshall Field, vice presidents; James G. Blaine, treasurer; Daniel Chase, executive secretary.

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There will be two more issues of the COACH this term—the March and April issues, making a total of eight for our first year. Next year there will be nine, September through May. Every secondary school having an enrollment of 100 or more students is entitled to one free copy of the COACH. If you want an extra copy, fill out the coupon below, attach one dollar, and receive in return the next nine issues.

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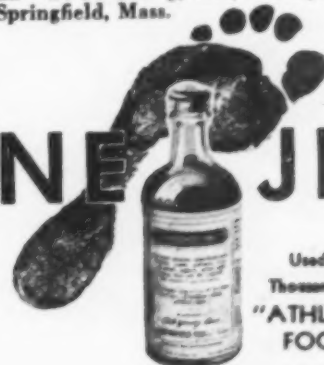
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EDITORIAL

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Not All Education in Books

By JAMES EDWARD ROGERS

THE control and administration of school athletics has gone through four stages in regard to the attitude of the general educator. Thirty years ago with few exceptions the general attitude was one of *opposition* to this growing intrusion of this dominant activity which tremendously controls the interests of the students. This is but natural if we know our adolescent psychology. Sports are essential to youth. It is the zest of their very life. They grow and develop and become men through life experiences on the gridiron and the diamond and the playing field. They are taught to give and take. Here are some of the real lessons to be taught now for preparation of future adult living.

Not all education is in books. Education is an action process, not a learning process. Education lies in doing, in meeting situations representative of life's problems and nowhere can we get these educational situations better than through games, plays and sports. Through games and sports youth grows, learns, develops and disciplines himself. This is the true educational process. The place of play in education has been splendidly presented by Aristotle, Hobbs, Froebel, J. Stanley Hall, Gulick, and Dewey. Athletics, not bread, is the staff of life to the growing adolescent youth. So how unwise our predecessors were who thirty years ago opposed this potential educational force "for good as well as evil." They should have led it and controlled it instead of having the students, alumni and the athletic association take the leadership.

SO the first attitude of the general educator toward athletics was one of *opposition*. The second attitude was that of *toleration*. Twenty years ago the general educator began to tolerate athletics, permitting a few members of the faculty to devote some of their spare time to work with the boys outside of school hours to handle the problems of athletics. Then there were few State associations, mostly local, sectional leagues. To these few faculty members we owe much for the development of the educational management of athletics. They had the vision. They gave their time and money. They were not only missionaries but in many cases martyrs, because still the general run of educators stepped aside when it came to the question of athletics.

Ten years ago we entered into the third period, that of *coöperation*. Superintendents and principals began to see that not only must they tolerate but they must coöperate and take an active part in the administration of this subject that seemed to dominate this whole school and student body. Since 1918, therefore, we see a remarkable growth of State athletic associations. Today 42 States have these athletic associations that enroll practically every high school in their respective States. Today we have a National Federation of State High School Athletic Associations.

Firm Administrative Control

TIME does not permit us to enumerate the great growth in athletics as to the number of students participating. Today, however, we are entering the fourth stage in the administration of athletics. This is the stage of *direct administration* as a school subject

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through a school budget under the control of the health and physical education athletic departments of the school system. A score of our cities, now, like Cleveland, Detroit, Buffalo, and Albany, place the control of athletics as an administrative unit directly under the superintendent of schools and the director of the department of physical education and athletics. There is, of course, an athletic association composed of principals, faculty members, students and coaches who meet together to legislate. But the making of the schedule, the hiring and assigning of physical educators and coaches, the control of the games, the number of games, the employment of officials, the purchasing of athletic goods and uniforms and the handling of all finances are done through the superintendent of schools and his regular departments. Finances go through a common budget kept by the financial department of the

school board. All purchases are made through bids. All schools have the same material and the same facilities. In the distribution of the receipts from the games, the stronger and larger schools help to carry weaker schools, but still get their percentage on a pro rata basis. The study of how Buffalo and Detroit handle their athletics as a school subject through regular educational authorities is most worthy. Besides the cities mentioned above that are controlling athletics as a definite part of the school administration forces, it is interesting to know that nine States have State directors of health and physical education that are members of the executive board of the State High School Athletic Association. In a few States such as New York and Maryland, the State High School Athletic Association is located in the office of the state superintendent of schools

(Continued on page 27)

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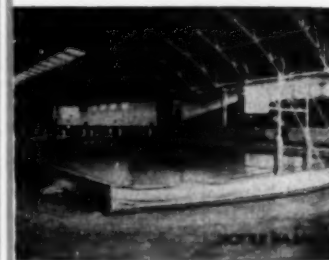
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FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

MR. ROLLIN KIRBY'S cartoon, reprinted on this page, appeared in the *New York World-Telegram* about the time the American Football Coaches Association and the National Collegiate Athletic Association were having their annual sessions in New York, and its publication followed on the heels of the most turbulent football season in the history of the game.

High school coaches, directors and administrators do well to keep themselves in close touch with the college football scene, for this scene is more in the foreground of their sphere of influence than may at first seem apparent.

The one part of an educational scheme which graduates young men into another part (two divisions, but only one young man) is in no position to disregard what the other part does, if its interest is honestly in the whole youth all through his formal educational experience.

It is almost redundant to say this, because we readily see that in the academic sphere the high school is greatly concerned with what the college has to offer the high school graduate. Now if high school football is to be kept under educational control it seems to follow that what the college proposes to do for our high school boys in a football way is very much the high school's concern.

THE high school man's answer to all this is: "Would that we had at our disposal such lines of communication (co-operation) to the college athletic administrators which would enable them and us to plan together for the common good, just as we do to a degree in the academic sphere. But the line of athletic communication (coöperation) is made difficult because in the high school it is the principal who regulates the athletics while in most of the colleges and universities some person called 'graduate manager of athletics', or 'athletic director', or 'chairman of the alumni committee on football', is in control."

What has brought college football into its present pretty kettle of fish can be

seen in the difference in motives and objectives which separates the high school educator in his attitude toward football from the college impresario who has through some weird mixture of values managed to take control of the game in our higher institutions of learning.

This is not to be interpreted as a blanket indictment of all college athletic administrators. Nor is it a wholesale defense of the part high school men have

ties flying into the pure realm of football amateurism by firing their special coaches, dispensing with athletic scholarships, scouting and recruiting. How it is planned to eliminate recruiting has not been stated beyond the promise that no official representative of the college will approach a high school athlete and sell him the idea of choosing Bullfrog for his alma mater instead of some lesser college where the football seating capacity is nothing to speak of, and wooden stands at that.

There are too many "unofficial" representatives of the colleges out looking for football prospects to make the promise of eliminating recruiting seem hopeful. It is in this connection that the high school coach, who has the respect of his boys, can do some of his best work. If the boy in question has in addition to football ability, a mind that would not be at sea in the college classroom, then there would seem to be some justification for an "interested alumnus" helping him through financially, that help to be given only to the needy, and continued only as long as the boy shows an interest and improvement in something more fundamentally concerned with the development of the cerebrum than is football.



played during the fat football years. You probably are acquainted with some high school principal or coach or "faculty advisor of football" whose motives and objectives in relation to the school's star players are in perfect accord with those of the college football representative who "just came down to talk over the possibility of that young half-back's deciding to go to Bullfrog University next fall."

THE problem is one that will not be solved by cartoons and 500-word editorials. These critical expressions are justified if they aid coaches in seeing the thing in the broad daylight of education.

And so it will be interesting to see what develops from the eruption which already has sent five of our big universi-

any too great hopes on the expurgation of high school football of the subtle and sinister influence of college football alumni whose theories of education are ordinarily bounded on the north by the goal posts and on the south by the other goal posts.

Perhaps one of the events which recently brought us down to earth from lofty idealism was the meeting in New York over the Christmas holidays of the American Football Coaches Association. This is an organization, founded in 1921, governed exclusively by college football coaches, with a special non-voting membership extended to high school coaches and others actively engaged in coaching.

We attended the open meetings of the Association expecting to see the coaches tackle the evils that beset football with

as much ardor and skill as they show on the football field. Here were assembled the foremost coaches of the game at one of the most critical periods in its history, and what was their most noble accomplishment? It was the report and acceptance of an investigation conducted, evidently at no little expense, by a special committee headed by Coach Lou Little of Columbia University "On Comparison of Time Required by Football with Other Extra-Curricular Activities".

This report, in a 20-page pamphlet issued to the press in advance, had every earmark of being intended as a defense of football. It told us that the average number of hours devoted to practice and lectures on football during the year is 109 (based on returns from questionnaires sent to 400 colleges) as against 111 hours devoted to debating; and 241 to student publications; 186 to crew; and 132 to "rehearsing for dramatics".

WE ARE wondering whether this report was seriously presented. Did we not note some embarrassment on the faces of a number of the brighter members of the college coaching fraternity on the occasion of Mr. Little's grave announcement of his committee's findings?

The report was typical of the professional football coaches' group attitude toward the game: they are unwilling to investigate it and make reports on conditions basically at the root of the trouble, because they feel (and this is only our guess—they have never registered an official attitude) that enough of this is being done already by foundations, boards, college presidents, and others in authority whom the coaches sort of eye with suspicion. And what these bodies in the past have revealed in their investigations and comments has been inimical to the general practices and objectives of the coaches. A college coach may stand up at your high school football banquet and tell your boys and all the assembled guests that character-building is the big idea in football, and that winning the game is secondary. But we advise you not to take him seriously.

If Coach Lou Little's report means anything to us it is that the Football Coaches Association felt called upon to make a deep investigation of some kind as a gesture in the defense of the football status quo. They decided to investigate that condition which would show up football in its best light. Nobody was fooled, gentlemen.

If Mr. Little wants to head up another committee (and our guess is that he does not) we suggest that he investigate and report on Comparison of Time Spent by Football Players on: (a) football; (b) dramatics; (c) glee club; (d) debating; (e) writing for the college publications. There is a comparison which would be to the point. Still more to the point would be an investigation revealing all the de-

vices, stratagems and bribes by which professional college coaches lure high school players, and naming those coaches and all the college officials and prominent alumni who encourage them.

Miss Perrin Joins Us

WE ARE extremely happy to have as the first woman on our Editorial Advisory Board Miss Ethel Perrin, distinguished leader in the field of physical education, recreation and child health. For many years supervisor of physical education in the public schools of Detroit, Miss Perrin was called to New York to turn her executive talents to work of a national scope, with the result that few major problems confronting women in any phase of an activity program are attacked until Miss Perrin's advice has been sought.

In accepting our invitation to join the Coach Editorial Advisory Board, Miss Perrin made some comment about *Scholastic Coach* which is too good for us to keep to ourselves. "My strongest reason for joining this Board," Miss



We Don't Know Why

THE above picture popped up on our desk one dismal morning when life seemed just one bowl of burnt custard to us, and immediately our enthusiasm for living picked up. "Here," said we to ourselves, taking up the picture and fixing our eyes on it, "is the way to take life. Balance, poise, insouciance, grace." We are reproducing the picture in the hope that it may effect you similarly. But maybe you would rather not be subjected to this kind of thing.

Perrin wrote, "is the attitude of progressive thinking and of fairness which is evident throughout the magazine."

We trust that this attitude will not depart from us. It is less likely to now that Miss Perrin has become actively associated with our work.

Grand Game

OFTEN we wonder how many schools still must play their basketball games in what we used to call "cigar box" gymnasiums, the implication being that the place was so small that you could smoke a cigar under one basket and blow a smoke ring, complete and intact, into the other basket for a field goal. What brings this up is the game played recently in which our little experimental team (14-15 years old) opened the season on a neighboring school's floor. The battle was as royal, as exciting, as helter-skelter as any ever played by gawky teams of this age, and all through the four-seven-minute periods there was never a moment when one team was more than two points ahead of the other.

When our boys first saw the band-box floor with its impediments of gymnastic apparatus and radiators along the sides, they turned up their several noses and would have made some uncomplimentary remarks right in the presence of their hosts had not their coach been close at hand to suppress such boyish expression. It so happened that we won the game *because* the floor was what it was, and now we are seriously considering cluttering up our own fine gymnasium with radiators, weight-lifting apparatus, wall ladders, horses, parallel bars and spring-boards.

With only thirty seconds left to play, with the place a veritable madhouse of shrilling and shrieking, and with our noble team one point behind, 17 to 18, the ball suddenly squirted out of a scrimmage to roll under one of the radiators on the side of the floor. Everything was in bounds in this game, and the referee would blow his whistle on radiator-plays only when it appeared that somebody would get hurt in the rush. Well, the funny thing is, that although the ball rolled under one end of the rather long radiator, it did not stop there but kept on rolling along until it almost emerged at the other end, nearer our basket. Our left forward, a basket-hanger by temperament, was the only person on the floor besides the referee to observe what happened. Virtually alone, he plucked the ball out from under the radiator and with a sharp sense of what the timekeeper was about to do, heaved the ball with one disorganized sweep of his arms toward his basket, and as the gun went off the ball was inscribing the pretty parabola which led through the basket, deciding the game in our favor, 19-18.

Grand game, basketball, yes sir!

Lacrosse---a Scholastic Sport

By LEWIS JAY KORN

The Roughness and Hazards of the Game Have Been Grossly Exaggerated

Mr. Korn is a member of the Olympic Games Lacrosse Committee; was for three years president of the Intercollegiate Lacrosse Association; is one of the country's first ranking patrons of the game, an authority on it, an official in many of the leading contests. He is also a well-known football official.

THE exploits of the American Indians and the elaborate, vivid descriptions of their foremost tribal game, lacrosse, have fascinated most American schoolboys. While the game of lacrosse has its roots deep in our soil, it was not until recent years that it began blooming as a desirable game for high school boys. The present-day game lacks none of the dash and color of the old, and with many of our leading colleges and secondary schools having teams, particularly along the Canadian border and Atlantic seaboard, lacrosse is making a strong bid for favor in other parts of the United States.

The planned exhibition tour of a picked team of college players, with an itinerary of games throughout the Middle West, will no doubt do much to stimulate still greater interest in the game. This team will accompany the American Olympic lacrosse team to the Olympics at Los Angeles, playing many games on stop-overs en route.

The Intercollegiate Lacrosse Association was really formed to foster lacrosse in the schools as well as in the colleges. Where the best school teams are found, there the college game has had its healthiest growth. The State of Maryland is known as the hotbed of lacrosse. Many years ago Johns Hopkins University decided to encourage the game, which it had been playing for years, among the schools of the Baltimore district. Today the game is generally popular among the schools in Maryland, and the Maryland Scholastic Lacrosse Association conducts play in leagues. The entire State has become lacrosse-conscious and you see youngsters on the school fields and in the playgrounds tossing lacrosse balls around.

Scholastic lacrosse has become well established in other centers, too. Boston, Philadelphia, metropolitan New York, Syracuse and places along the Canadian border have seen a rapid development of the game.

One of the first questions asked by school men who talk to me about lacrosse is: Is not the game too rough for schoolboys? There is the erroneous impression abroad that lacrosse is a slashing,

headchopping game, in which a life (or at least a limb) is sacrificed with every stroke. Of course this is an entirely false impression. Lacrosse is not too rough in any way for schoolboys. Those who know the game, including the medical men, would say the same thing.

Lacrosse is an active, virile game, but the rules are so fashioned as to make the factor of danger a negligible one. Photographs of the game also give the impression that the players are bent on whacking each other with their sticks, but what they want is the ball, and while an occasional stroke does land on a player's head, that head is well protected to stand the blow, which has usually been drawn anyhow.

The officials at high school games have been able to open up the game to a great extent by their strict application of the rules, thus making the game one where running, dodging and passing are predominant, with bodily contact reduced to a minor part.

It is the speed and enthusiasm with which the boys take to and play the game which make it appear so strenuous and rough to the casual onlooker. During the final tryouts for the last Olympic lacrosse team I recall that I had very few penalties to call even though the games were between spirited rivals. As a matter of fact, I have observed that the harder the games are fought the fewer penalties it is necessary to impose.

It requires comparatively little expense to equip boys for lacrosse. The main items are the lacrosse stick and the

gloves. The cost of the sticks ranges from three dollars to five dollars, and the gloves, which are the same as those worn by ice hockey players, can be bought within the price range of the sticks. The other parts of the uniform can be borrowed from the other sports teams; the shirts and helmets from football; the shoes from basketball, etc.

The game can be played on the football field. Lacrosse goals are placed at the ends of the field, 110 yards apart. They are similar to hockey goals and are six feet square, with the net coming to a point in the ground six feet from the iron supports. The goal is placed in the center of an area eighteen feet by twelve feet, known as a "crease".

The field is twenty or more yards wide. Across the lateral center of the field is drawn the center or offside line, and in the center of this line is a circle twenty feet in diameter, from which play is started. There are twelve players to a team—five attack men, five defense men, one center and one goalkeeper.

Play is started by a "draw" of the centers in the center circle. The draw corresponds to the face-off in hockey, the center-tip in basketball. It is executed by playing the ball, which is of solid white live rubber, between the backs of the sticks of the opposing centers. At the sound of the referee's whistle each center tries to direct the ball towards one of his teammates. The player receiving it scoops it up and attempts to carry it toward the opponents' goal. The ball may easily be caught, carried or thrown in the mesh of



the stick, and the player may run with the ball in his stick. When overtaken by an opponent he passes the ball to a teammate, and in a series of well-coached maneuvers, the ball is advanced to within shooting distance of the goal.

The five defense men attempt to keep the five opposing attack men from advancing the ball or scoring by overtaking the player with the ball and forcing him to pass it, or cause him to lose possession of it, or intercept a pass. Checking and blocking can only occur where a player either has possession of the ball or is within reach of it.

As in basketball, fouls are grouped into technical and personal fouls, the penalties being either a free throw for goal or the suspension from play of the offending player for a stated period of time, as in ice hockey.

As a spring sport, lacrosse is ideal for boys. They enjoy the daily practice, and it is a game which they take to with a great deal of enthusiasm. It does not require any special type of physique. The theory of the game is simple enough, and the knack of handling the ball in the

stick is usually quickly learned because of its special fascination, for this feature is unique to lacrosse.

Lacrosse does not require the ruggedness of the football player, nor the skill of the ice hockey or basketball player. It does ask for degrees of these qualities in its best exponents. Many famous football coaches, among them Pop Warner, who is a member of the Olympic Lacrosse Committee, appreciate the value of the game as a conditioner, and encourage their men to play it.

On the question of the suitability of lacrosse for the high school boy, in regard to rigors of the game, John M. Battell, lacrosse coach of the Erasmus Hall High School in Brooklyn, N. Y., said:

"I think that the rules of the game are splendidly adequate for a safe and merry enjoyment of the sport by schoolboys. The present officials are enforcing the rules—a necessity for the continued interest in the game. And I am sure if you wanted a statement from high educa-

tional authority I know that one of sympathy and praise for the sport would be given by our Associate Superintendent of Schools (New York City), Dr. Jean Colligan."

In a number of places baseball has been given up in favor of lacrosse for the spring months, when it was observed that interest in baseball was dying out in that particular place.

The National Collegiate Athletic Association reports: "There has been a definite increase in interest among the colleges and schools in lacrosse, especially in the New England group. Each year a number of colleges and schools are taking up lacrosse for the first time, usually as an intramural game at first, or in some other informal way."

I quite agree with Lou Little, the Columbia football coach, who said that lacrosse is bound to become a popular school sport because it is so full of action and has the qualities which challenge the American boy.

The Indians Played It



One of the eight mural paintings by Griffith Baily Coale which surround the dining room of the New York Athletic Club depicts a game that is truly of American origin—lacrosse. We have reproduced this painting in part color on our cover as a fitting introduction to Mr. Korn's article in this issue on lacrosse as a game for high school boys.

Lacrosse, which is becoming increasingly popular as a school sport, is really an Indian game of ball that was common to all tribes from Maine to California, from Hudson Bay to the Gulf of Mexico. Chroniclers of the doings of the red men have credited the St. Lawrence region and Canada as the home of lacrosse, the name given it by the French of that territory.

The oldest attempt at a detailed description of lacrosse is given by Nicolas Perrott who from 1662 to 1699 spent the greater part of his time as *coureur de bois*, trader, or government agent among the Indians of the Far West. These aborigines played tribe against tribe with a natural fondness so great that they would often neglect food and drink to play or even to be spectators at a game of lacrosse.

The Cherokee Indians used to fast after a ceremonious dance on the previous evening and not eat again until the game ended at sundown, when the players, victors and vanquished, and spectators would partake of a feast.

The game of lacrosse as played by the Indians was a very rough one, more so than it is today, combining as it does the

general features of baseball, football and old-fashioned shinny.

When the Indian game began the two captains stood facing each other, the ball being thrown into the air by a referee. Tribesmen kept up a continual beating of tom-toms to spur on their players. The struggle progressed until one team scored twelve runs or goals.

In 1834, before the removal of the Cherokee Indians to the West, a great game was played near the present site of Jasper, Georgia, the players being teams from the settlements of Hickory Lodge and Coosawattee in which there were eighteen players on a side. The rival chiefs wagered \$1,000 each on the result.

Speed and suppleness of limb and a considerable degree of muscular strength were prime requisites of the game, and to be known as an expert player was a distinction almost equal to the fame of a warrior. The training period of three to four weeks was required for an important game during which players had to refuse certain foods, and at the same time they performed various mystic rites. The naked bodies of the players were scratched and gashed to draw blood, and numerous markings were made on the body, causing considerable pain. The men endured the ordeal willingly, regarding it as a necessary part of the ritual to secure success in the game.

The ornaments worn in the hair were of eagle feathers, a deer tail, a snake's rattle, etc. The Choctaw tribe, as is shown in the picture, wore tails of horse hair so as to stream out behind the player.

A Scoring Formation

By JAMES A. ANDERSON

More Baskets Through Tight Defenses Result from This Flexible Pattern

Mr. Anderson, coach of the Ashland, Ky., High School basketball team, here discloses the basic formation by which his team has been able to penetrate some of the strongest defenses. Mr. Anderson, who prepared the article in collaboration with E. W. Donaldson, herewith diagrams the formation, and marks out one of the several plays that can be worked from it.

THE attacking formation which proved so effective in the rise of Ashland High to the championship at the national tournament in Chicago in 1928, and has since served us well, is one that has innumerable possibilities and yet is simple enough to be used by teams that win today and lose tomorrow.

The formation, of course, is a winner and not a loser; it is sound, but whether it will win for you or not in a particular game depends on whether your players time their cutting properly, and handle the ball securely. It is the old question of fundamentals.

Placement of the men in this formation as shown in the diagram and one play from it is shown worked out. There are other plays that may be worked from this same arrangement, making it possible to take advantage instantly of an opponent's weak spot or to shift quickly to another play if it is seen that the opposing players have solved the one that is being used.

At Chicago we used this formation when we needed a score. Often, in tight places, it pulled us through and turned the tide of victory our way when things looked darkest. It gave us confidence to know that we had an ace in the hole.

The great flexibility of this formation makes it ideal for use against a fast and a smart team. In fact, the smarter the opponent the more chance for success. It is a blocking play, depending for its success upon getting one man free for an open shot. In one instance, when we were using the play, the man guarding No. 1 got badly fooled the first time it was worked. The second time, however, instead of following his man, he reversed and came back to catch No. 5 driving through. He broke up the play that time, but we shifted instantly and worked the second variation. This time the wise guard again left his man to cover No. 5 going in for the shot, but found himself badly outwitted when his own man, No. 1, went in for the shot, absolutely unguarded.

At Chicago we found ourselves facing stiff opposition. We were a little bit excited over the big test that faced us and I exerted much of my energy toward

keeping the boys' minds off basketball. Some coaches advocate getting a team keyed up for a big game, but I have always worked just the opposite. Basketball is a game of nerves, not a contest of strength as in football. Relaxation, both mental and physical, is essential. A keyed-up football team plays better because there is an outlet for stored-up energy. Basketball is inherently a tense, exciting game and a man who is on edge will usually crack under the added strain.

I managed to keep the boys busy playing checkers, cards, "rough-housing", sight-seeing—anything to keep them occupied.

We had brought along practice suits as well as new uniforms and when our first game came up, with Naugatuck, Conn., I ordered the team to wear the old uniforms. This wasn't done to be economical. I had noticed that in other tournament play the team that appeared in most resplendent outfits and strutted

the proudest, always was well scouted. I had often found myself unconsciously picking the best looking team as the winner. So, by making our team appear as drab as possible we hoped to escape attention as long as possible.

In sending boys into a big game or a tournament series, I never burden their minds with a multitude of instructions, advice or cautions. To fill their minds with a mass of detail only bewilders them, I believe, especially when they are somewhat excited over a game. I never give them more than three clear-cut instructions to be used in a critical game. One time I followed the method of putting my team on edge for the critical game, only to find that after they had conquered the big team the let-down that followed caused them to lose to a much weaker team in the next game.

The coach, too, can let himself get keyed up over a big contest and the boys are quick to sense his excitement and contract it. I try to keep my manner calm, confident and enthusiastic.

In training, I teach the men fundamentals of play, drilling them constantly on how to handle the ball.

While some coaches favor the blocking play under the basket, I have always preferred to set up my block in front of the foul circle for my best plays. My reason for this is that the area under the basket is then cleared. In working a block under the basket the congestion sometimes accidentally blocks the shot.

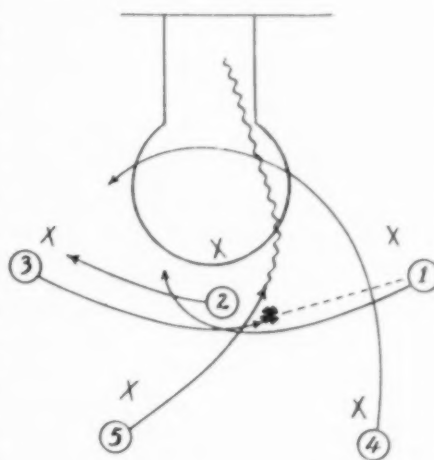
Signals that are given openly are warnings for the other team. When a man comes down the floor holding up three fingers, the opponents get on the alert to watch for a set play and break it up. Often this helps to solve it. My signals are always given unobtrusively and usually by a man who has penetrated the first line of defense, rather than one of the men bringing the ball down the floor. Signals we use are some natural gesture, rubbing the hands together, a sentence that passes unnoticed.

"Crip" shots are my weakness. I do not permit my men to take a hasty shot and urge them never to release the ball unless sure of an opening. I don't believe in "hope" shots.

Neither do I believe in big, one-sided scores. I hold that it's bad for the players and draws attention to the team. A series of big scores gets the team "big score" minded and when they're in a tight game they tend to get disheartened.

If a new player has a method of shooting of his own, and it gets results, I

(Continued on page 20)



No. 4 bounce passes to No. 1 and drives in as though to take a return pass. No. 1 fakes pass to No. 4. No. 2 and No. 3 cross, passing close enough so that No. 3's guard will be forced to detour. This allows No. 3 to arrive at point marked with a cross and be free to receive bounce pass from No. 1. No. 1 follows his pass to No. 3, who may do one of three things: First, return to No. 1, who shoots; Second, fake return to No. 1, spin and dribble in for crisp shot; or, third, fake to No. 1 and give ball to No. 5 as he drives through. This last is the most successful and almost always results in a crisp shot for 5.

No. 4 may go either to the outside or inside of No. 1. If he goes to the outside he should go deep into the corner. The only reason for having No. 4 go in is to draw his guard out of the way if plan No. 3 is used. If No. 4 goes to the inside, as shown, his guard is not only taken out of the play but helps to block out No. 5's guard.

This play may be used on either side. A fourth variation may be used by having No. 4 drive across to the other side of No. 3 after 3 has faked the ball to 5, giving it to 4, who dribbles in for the shot.

Balance Your Financial System

By WILBUR C. NEFF

This article by Mr. Neff, principal of the Miamisburg, Ohio, High School, is the first of a series that treats phases of interscholastic athletics facing the administrators of secondary schools. The series treats of the various elements concerned with administration of interscholastic athletics within the respective schools and deals particularly with the personnel involved and the methods used. The material presented is based on two hundred questionnaires returned to the writer by city, exempted village and county schools in Ohio.

PERHAPS the problems which are of most concern to the school administrator in his dealing with interscholastic athletics arise out of the topic of finances. No doubt, to many administrators, the problem of placing the balance on the right side of the ledger becomes a task that taxes his ingenuity and consumes hours of tireless effort. An essential part of his work is an efficient system of managing finances.

In general, finances are treated in one of two ways: either there is a separate athletic fund or the funds for athletics are deposited with a general extra-curricular fund. City and exempted village schools are almost equally divided in their practices, while schools under county supervision show a distinct choice of the use of the general extra-curricular fund.

Regardless of whether or not these funds are treated separately or with others, the assignment of personnel to manage them is made.

City high schools, in general, have a special athletic treasurer, who is a member of the faculty, and he is responsible for the finances. A few schools assign the work to the principal or faculty manager, but it is very evident that the task is considered one requiring the services of another faculty member. Exempted village schools favor placing this work in the hands of the principal, and in the county schools the work is cared for by the superintendent.

It is to be noted that ten per cent of the county schools hand the work over to

students. Surely, this is not considered good practice. Students should help, perhaps they should have a part of this work to do under the close supervision of a faculty member, but never should they be given charge of the funds.

The practice of placing the money in charge of a school board clerk, or other school official, has not met with any degree of favor as yet from many schools.

High schools draw their funds from various sources, but the main one is the revenue which comes from paid admissions. In general, the contributions of the public have been quite generous, and it will be noted in Table II that all high schools list this source, which signifies, of course, that it is yet a far cry to the day when the gates shall swing open to all with no fee charged to anyone.

It is interesting to note that some schools receive funds from the board of education. In all three groups, it may be noted, too, that school entertainments and athletic entertainments are held to supply funds. This presents further evidence of the effort put forth to place the balance on the correct side. Exempted village schools, more than the other groups, seem to have won the favor of the P. T. A.

The bonding of those who have charge of funds in Ohio high schools is in no way a general practice. Although it is a well-accepted fact that school officials, by the very nature of their profession, are to be considered as trustworthy individuals, who may lose their certificates by evidence to the contrary, nevertheless good business practice would seem to demand the use of the bond. It is used in practically all other public work where the individual concerned handles finances.

The requirement of a report of the athletic funds at some specified time is a uniform practice among all three groups. However, there are some who make no such re-

quirement, keeping a "running" account of the funds or making no record whatsoever.

Reports are made at various times. From the times suggested in the questionnaire, many schools selected more than one, indicating that several reports are made during the year.

The general practice among all the schools seems to favor a report at the end of the season for that sport or at the close of the school year. The practice of having a report at the end of each semester is not favored by many schools.

There is a great variance among the three groups of schools as to whom the reports are made. However, as may be expected, the report usually goes to the individual who is the chief executive in each school. In the case of the county schools, however, where the funds are in charge of the superintendent it would seem quite logical for him to report to the board of education.

In 23.6 per cent of the county schools there was no indication given that any one approved the reports. In the matter of receiving and approving reports it is to be noted that the athletic board does not play the part expected of it. If the responsibility for the control of athletics is in the hands of an athletic board in 39.7 per cent of the city high schools, it is to be expected that the financial report should be made to them and approved by them in more than 12 per cent of the schools. The logic in this practice is hard to understand.

Quite conspicuous by its absence is the publicity given to the financial report. In some schools the program seems well developed, since various agencies of publicity are used to place the financial report before the public.

Where the policy of giving publicity to the financial report is in force it seems that the schools use a number of agencies,

TABLE I

FINANCES OF SCHOOLS HAVING VARIOUS INDIVIDUALS OF THE PERSONNEL IN CHARGE OF ATHLETIC FUNDS

Personnel	Types of High Schools		
	78-City 33-Ex. Village 89-County		
Superintendent	7.7	9.1	40.5
Principal	15.4	42.4	16.9
Faculty manager	12.8	18.1	4.5
Coach	2.5		5.6
Athletic treasurer	60.3		14.6
Clerk of board of education	1.3	3.	1.1
Member of board of education		3.	
Business manager of schools		3.	
Students			10.1
Not reporting		21.4	6.7
Totals	100.0	100.0	100.0

TABLE II

*PER CENT OF SCHOOLS HAVING VARIOUS SOURCES OF FUNDS

Sources	Types of High Schools		
	78-City 33-Ex. Village 89-County		
Receipts from games	100.	100.	100.
Boards of education funds	3.8	15.2	13.4
School entertainments	15.4	18.1	21.3
Public donations	5.1	9.1	6.7
P. T. A. donations	2.6	9.1	4.5
Athletic entertainments	11.5	36.4	16.9
Pupil activity fees	11.5	24.2	14.4

* This table will not total 100 per cent since some schools have several sources.

with the school paper heading the list in the cities, the local paper among the exempted villages, and the school assembly among county schools.

It is difficult to estimate the cause for lack of publicity to financial reports. Why should over 30 per cent of the schools not give publicity to this report when all have some agencies within their reach?

In city and exempted village schools, the budget seems to be fairly well known in athletic finances, but it is not used extensively in county schools.

Although it is used by less than fifty per cent in city and exempted village schools, it seems that the budget is finding a place in the management of athletic finances since it is, to an extent, a new development. Not being required to use it, schools are slow to do so.

In schools where the budget is used, the time for preparing it varies in the three groups, and within the groups themselves.

There seems to be no agreement on the times, with spring and fall the favorites. In cities, spring is used, which is per-

appear that the schools using budgets have an extensive list of items, making the preparation of it a rather thorough job. The fact that a large number of schools include medical aid indicates that a good many schools are assuming the risks in physical injuries which may be suffered by the boys.

The use of an accounting system is much more general among schools than the budget. While the budget looks forward in its estimation of income and expenses, the accounting system provides a record of incomes actually received and expenses actually paid and is evidently felt to be more necessary.

City schools are making more extensive use of the accounting system than others, and the exempted village schools are 58 per cent in this respect. County schools, while not reaching 50 per cent, make much greater use of accounting system than the budget.

Those schools which are using accounting systems have set up a rather thorough system, including a number of items.

Cash journals, checks and ledgers are used almost by all schools having an accounting system, and they may be considered very essential. The use of requisitions is found in a smaller percentage of schools, and this is to be regretted. There is no better method of checking on materials ordered before they are ordered and no better way to fix definite responsibility for orders made than by the use of requisition forms. This seems to be one of the neglected essentials of accounting systems.

In general it would seem that accounting systems and the items of which they consist are necessary parts of all athletic finance systems, since a written record is absolutely necessary.

It is difficult to understand how

TABLE III

*PER CENT OF SCHOOLS HAVING VARIOUS PERSONNEL TO WHOM REPORTS ARE MADE

Personnel	Types of High Schools		
	78-City	33-Ex. Village	89-County
Superintendent	23.1	30.3	22.5
Principal	39.7	24.2	9.
Board of education	26.9	6.1	32.6
Athletic Board	11.5	21.2	5.6
Faculty manager	3.8	3.	2.2
School treasurer	2.6		3.4
Coach	1.3		
Faculty			2.2
Not reporting			23.6

* This table will not total 100 per cent since some schools make reports to several persons.

schools can make annual financial reports without the use of accounting systems, but such is the case. Eighty-eight and four-tenths per cent of city schools, 72.7 per cent of exempted village schools, and 66.3 per cent of the county schools make a final annual financial report, which is filed with the superintendent, principal, coach, faculty manager or athletic board. It is difficult to understand how any well-organized schools can do without such a report at the close of the year.

In general it seems that athletic finances are well organized in only 50 per cent of schools of all three types. There seems to be a decided need for a more general use of such aids as reports, budgets, and accounting systems that will provide a better means of administering interscholastic athletics.

There is need for making more definite the assignment of the personnel in charge of athletic funds in all schools. There is need for the application of another practice of good business here in the requiring of this personnel to furnish bond. The making of reports, the time for doing so, the personnel to whom they are made, and the requirement of a definite approval of these reports are badly in need of uniformity of practice.

TABLE IV

*PER CENT OF SCHOOLS USING VARIOUS AGENCIES TO GIVE PUBLICITY TO FINANCIAL REPORTS

Agencies	Types of High Schools		
	78-City	33-Ex. Village	89-County
Local papers	33.3	60.6	23.6
School papers	37.3	27.3	25.8
School assembly	16.7	30.3	37.1
School bulletin board	19.2	30.3	33.7
School entertainments	2.6	3.	4.5
No publicity	41.	30.3	34.8

* This table will not total 100 per cent since some schools use more than one agency.

haps the better time and is probably made possible by a more or less stable personnel. Exempted village schools favor the method of city schools.

The personnel concerned with budget-making included quite a number of school officials, with very little preference being shown.

In many cases, schools left the task of making the budget to several individuals, and the same practice was true when it came to approving the budgets. Where schools have athletic boards, the cities tended to leave the work to that body. The principal, faculty manager and coach play an important part in the budget work of all schools, with the superintendent accepting this responsibility in a number of county schools.

The items included in the budget were suggested on the questionnaire, with space provided for others that might be offered. In all schools, this list of items was found sufficient for the needs of the schools.

Equipment is a standard item in the budgets in many schools, and officials are the same in exempted village schools. From the checking indicated, it would

TABLE V

*PER CENT OF SCHOOLS WHICH INCLUDE VARIOUS ITEMS IN ATHLETIC BUDGETS

Items	Types of High Schools		
	78-City	33-Ex. Village	89-County
Equipment	44.9	45.4	18.
Officials	32.1	45.4	18.
Awards	26.9	33.3	15.7
Transportation	32.1	39.4	15.7
Visiting teams	30.8	42.4	15.7
Rent of fields or gymnasiums	15.4	12.1	4.5
Advertising	26.9	42.4	13.4
Food for teams	23.1	27.3	11.2
Police	29.5	27.3	3.4
Janitor service	11.5	9.1	5.6
Medical aid	28.2	33.3	15.7
Insurance (rain)	1.3		
Not reporting	55.1	54.5	82.

* This table will not total 100 per cent since some schools have more than one item.

Annual Meetings in New York

Football Examined from Different Angles by Sports-governing Bodies

FOUR national organizations having great interest in, or control of, American intercollegiate football met in New York over the Christmas holidays, as is their custom, listened to dozens of speeches, discussed changes in rules, the 1931 death toll, the ethics of the game, exploitation of the player, sportsmanship, and other angles and sides of a game which seems to have swollen as big as it can go as an intercollegiate side show.

These four organizations were each looking at the football picture from a different angle. The American Football Coaches Association, controlled by professional head coaches of college teams, saw the game from the angle of one whose job is involved. The National Collegiate Athletic Association, football legislators and the highest power in the game, representing 150 of the country's leading colleges and universities, looked at the game from the more parental viewpoint of one who has on his hands a robust and promising youngster who has grown a little wild from association with the wrong crowd.

The Society of Directors of Physical Education in Colleges, among their number some well-known football coaches who have gone "educational" like Hugo Bezdek of Penn State (one-time president of the Football Coaches Association), looked at football as something that ought to be under the control of the college departments of physical education, but which in a majority of places is not. They want to control the coaching of the game because they feel that the coaches, not being physical educators or full-time members of the faculty, are not capable themselves of fashioning football as it ought to be fashioned to fit the modern educational scheme.

The fourth organization, the Sportsmanship Brotherhood, deals in intangibles, has no legislative power, no jobs at stake, nothing to represent except ideals. In the Sportsmanship Brotherhood gathering could be seen men distinguished in college affairs who were also members of one or two of the other three organizations. In addition there were other eminent persons present whose main interest in sport was in the direction of making it an aid in the refinement of a personality through the practice of gentlemanly conduct on the field of play. Hence such speakers as Dr. Harry Emerson Fosdick, John T. McGovern and Matthew Woll (chairman of the meeting) were heard.

Football Coaches

THE American Football Coaches Association, in its eleventh annual meeting, produced what was taken to be a partial defense of existing football conditions in the form of a report "On Comparison of Time Required by Football with Other Extra-curricular Activities", which was based on the returns from questionnaires sent to the "authorities of more than 400 colleges and universities in the United States". The report showed that football takes up less of the time of football players than play-acting does of the college dramatic group; less than that taken by the debating societies; only one hour more than basketball takes up; thirteen hours less than lacrosse takes up, and so on until most all the extra-curricular activities are covered.

The report of the Stabilizing Committee, presented by Gil Dobie, Cornell coach, concluded with this frank statement: "So about the best thing I can say . . . is that to hold your job you must win your games or a large portion of them. This rule, sad as it may seem, always has held good in our profession and so far as I can see, it will hold good for some time to come." The Stabilizing Committee was formed a few years ago at the suggestion of Alonzo Stagg. Its function is to guide the football coaches in the conduct of their profession so that perhaps the coach might make his tenure of office more permanent and more desirable.

The most practical help accruing to the several hundred coaches present at the meeting was the technical material given in lectures by G. Herbert McCracken of Lafayette on forward-pass defense; Heartly Anderson of Notre Dame on line play; Wallace Wade of Duke on blocking and tackling; Charles E. Dorais of Detroit University on forward-pass technique.

McCracken stressed the importance of rushing the passer in every type of forward-pass defense; Anderson went into the footwork of a lineman's play, especially the linemen who pull out to supply running interference. He told of the value of the rolling block in the open field, and how much more efficaciously blocking can be done when the blocker retains his balance. Wade talked on all phases of tackling, emphasizing the good results gained from tackles in which the body of the tackler is crossed over in front of the ball carrier before the arms pull the man down. Dorais went into the development of the forward pass, showed the several successful ways of throwing

the modern spiral, how to catch it, how to give deception to the pass plays.

J. L.

N. C. A. A.

AN ENCOURAGING note for football was struck at the meeting of the National Collegiate Athletic Association. With such educators as President Thomas S. Gates of the University of Pennsylvania and Dr. Charles W. Kennedy of Princeton and president of the N.C.A.A., putting in a good word for the sport, the game received some of the most authoritative and constructive comment it has received in the past few years.

President Gates vouched his opinion that "more and more boys are finding in the game of football real fun, and not drudgery which it has sometimes been in danger of becoming," and because of the "spirit of solidarity and of loyalty which it engenders among a student and an alumni body." He went on to say that the reforms that have been instituted at the University of Pennsylvania (i.e., doing away with athletic scholarships, making the coach a member of the faculty, reducing the number of games on the schedule) does not mean that they are going to lean so far backward as to kill the game of football in the process.

Summarizing his ideas, which held out hope for the future of college sports in general and football in particular, President Gates said:

"It is my belief that an institution has today the kind of athletic system that its president wants it to have or permits it to have. It is all very well to blame the abuses upon the public or the alumni or the emphasis given in the newspapers. But in the last analysis the president is responsible.

"We are not doing our full duty in any sense, however, if we merely think of our responsibilities in rather elegant terms of character building, physical development, and intellectual and spiritual stimulation. We must see to it that in both sport and study our students have some fun.

"We must change the point of view which permits people to connive at these practices [subsidization and proselyting of athletes], since they assume them to exist in secret at all institutions, to a point of view that it is nobler to place on a field a team that is 100 per cent honest but which loses, than a team which on the surface merely appears to be reasonably honest but which wins."

Dr. Kennedy recommended that the N.C.A.A. consider appointing representatives to meet in conference with repre-



Annual Sportsmanship Brotherhood Luncheon, December 28, 1931, New York

representatives of other sports associations in the hope that it may be possible to find methods to promote more uniform definitions of amateur practices and a more universal acceptance of them. He also voiced his confidence in the competence of the rules committee which every year studied the rules and made changes which in all ways promote the interest of those who play.

The Rev. F. H. Sill, headmaster of Kent School, Connecticut, outlined the sports program which has been so successful at his school, stating that in his opinion amateur volunteer coaching by his teachers had been a tremendous factor in keeping sports on a proper plane. Kent School also stands for volunteer participation in sports by boys, giving every boy in the school an opportunity to take part in organized athletics with as many contests as possible with boys from outside schools. They have a complete intramural program, he said, with squads being organized from year to year. Their system of self-help is unusual, in that the boys connected with the teams do the many odd jobs that would otherwise fall to a manager and his several assistants. This sort of thing fosters among the boys a democratic spirit, and dispels the idea that athletes should be a pampered lot and their every wish attended to. The system makes every boy an agent and a helper in the upkeep and carrying on of athletic activities in the school.

J. E. O.

Physical Directors

IN CONTRAST with the encouragement given football at the meeting of the N.C.A.A. was the criticism of the game made at the joint meeting of the

Directors of Physical Education in Colleges and the Society of State Directors of Physical and Health Education. President Henry M. Wriston of Lawrence College, Appleton, Wisconsin, urged the abolition of high-salaried football coaches on a seasonal basis, scouting of rivals' games, exploitation of student-athletes in colleges, and other features which bedevil a college education. He referred to football as a "money-making racket", which exalts victory only. He also advocated abolishing the practice whereby the college physical education program is financed, directly or indirectly, by gate receipts from football games.

At the same meeting, Ray Oosting, director of physical education at Trinity College, outlined the results of a poll he had made among the 1923 graduates of eight of the smaller colleges in New England. Eighty-four per cent of the graduates believed that there was not an overemphasis on intercollegiate sports while they were students; 64 per cent thought that participation in sport did not interfere with a student's academic standing, but 74 per cent were of the opinion that college physical education departments should put greater emphasis on activities that can be used after graduation, such as golf, tennis, squash, swimming, and horseback riding.

At the New York State Physical Education Directors' meeting, Prof. Frank S. Lloyd of New York University reported that an analysis of interscholastic football injuries in nineteen States showed that 1,408 days were lost from the sport as the result of injuries to 205 players. Professor Lloyd's report also showed that football caused more than

half of the injuries in 110 schools that were questioned, while 24 injuries and a loss of 143½ days were reported caused by soccer, and 46 injuries and a loss of 110 days were attributed to basketball.

Dr. C. L. Brownell, Teachers College, Columbia University, in his report on "The Present Status of Professional Preparation of Teachers of Physical Education", pointed out that the present trend in the physical education field is the raising of standards and requirements for those who contemplate this field as their profession. His report showed that there are in the neighborhood of 400 institutions of higher learning in the United States preparing personnel for physical education. This increase, which has caused the supply of men in this field to exceed the demand, has naturally raised the standards of those who are able to obtain positions. He also cited that because of the diversity of teacher training methods in the States, there was a lack of uniformity in procedure or outcome as illustrated by the different methods used to select students in the various States. He hinted at the need for investigations which should assist in discovering the qualities essential in the teaching of physical education. Just now there is disagreement on this point in the numerous institutions in the country.

Professor Hugo Bezdek, Pennsylvania State College, and former football coach at that institution, advocated that a coach of an athletic team in a school should be a member of the faculty and that he should have duties in the department of physical education when the season for his particular sport is over. J. E. O.

Adds Scholastic Coach To Her Realm of Service



MISS ETHEL PERRIN, nationally known leader in physical and health education, and recreation, who recently accepted the invitation of SCHOLASTIC COACH to join its Editorial Advisory Board. Formerly head of the physical education department of the schools of Detroit, Miss Perrin now makes New York the center of her activities, which include executive and field work for the Women's Division of the National Amateur Athletic Federation and the American Child Health Association. Miss Perrin's interest in education and recreation is in the boy as well as the girl, and, as she stated in accepting the post of Editorial Advisor to SCHOLASTIC COACH, "I am glad of this chance to prove it."

In line with its policy to give school men and women who have to do with the coaching of high school boys and girls information on all phases of athletics and physical recreation, SCHOLASTIC COACH has arranged with Miss Mary Josephine Shelly of the physical education staff of Teachers College, Columbia University, to provide an article on the dance and rhythm in every issue (see page 22).

Miss Frymir's Column

Alice W. Frymir is Women's Editorial
Director for SCHOLASTIC COACH

In response to requests made at the time of the meeting of the Women's National Officials' Rating Committee in Detroit last April, opportunity will be given a limited number of candidates to take examinations in basketball for national rating during the period of the American Physical Education Association convention in Philadelphia this year. Application, giving qualifications of candidates, must be sent to Miss Leslie Perkins, 118 Mather Avenue, Wyncote, Penna., before March 1 in order to be considered. Preference will be given to persons not situated near established boards. The examination is limited to women.

A sub-committee of the Ohio Executive Committee of the Women's Division, National Amateur Athletic Federation, met with the Ohio High School Athletic Association Committee recently to discuss the advisability of creating a women's advisory council for all matters pertaining to girls' athletics. The proposals that were submitted were carried and the commissioner was authorized to submit them to the schools of the State in a regular referendum. The results will be given after the result of the voting is known.

A ruling that no more county basketball tournaments for girls be held in the State of Ohio went into effect the past year.

Physical education teachers who may be called upon to assist with or plan for a pageant or play in honor of the 200th anniversary of the birth of George Washington should be interested in knowing that the National Recreation Association, 315 Fourth Ave., New York City, has three programs prepared, which they are selling at a nominal charge. They are "In the Hearts of His Countrymen", "The General Goes Home", and "A Washington Party".

It is of interest to note that the central committee of the New York State High School Athletic Association in its annual meeting December 29 at Syracuse was concerned with the expansion of an intramural athletic pro-

gram in the eight sections of the State to follow the abolishment of the state high school basketball tournament. The last state tournament will be held on April 1 and 2. Everywhere there is evidence that the men are following the lead taken by the women in developing programs for all students with less stress on the varsity athletics.

A meeting of the executive committee of the Women's Athletic Section of the American Physical Education Association was held December 31 at the National Recreation Association in New York City. Miss Alma Porter, Assistant State Supervisor of Physical Education in Massachusetts is the new Publicity Chairman for this section. Miss Marjorie Hillas is now Chairman of the Women's National Officials Rating Committee.

Miss Louise Willis of Rutland High School, Vermont, reports in the January News Letter of the Women's Division of N. A. A. F. that Burlington High School, one of the largest in the State, has decided to drop varsity competition in basketball and stress an intramural program instead.

The Southern Section of the American Physical Education Association will meet in Jacksonville, Fla., March 30 to April 2. The meeting will be held jointly with the session of the Florida State Teachers Association.

The Women's Division of the National Amateur Athletic Federation, 303 West 42d Street, New York, N. Y., is a federation of organizations and individuals brought into being to safeguard girls' sports and to help bring every girl opportunity to take part in recreational athletics suited to her strength.

State and city departments of physical education, recreation associations, colleges and universities, public schools and private schools, Girl Scouts, Camp Fire Girls, Y. W. C. A.'s, Y. W. H. A.'s and other groups make up the membership.

The Federation serves as a source of information and help to either individuals or organizations.

RECREATION PRINCIPLES

Every child needs to be exposed to the growth-giving activities that have brought satisfaction through the ages—to tramping, swimming, dancing, skating, ball games; to singing, playing musical instruments; to dramatic activities; to making things with the hands; to caring for pets, to helping plants grow, to getting to know nature, to trying simple scientific experiments; to trying to make things beautiful; to learning the joy of team-play, of comradeship in doing things with others.

Every child needs to discover which are the special activities which give him personal satisfaction and joy. In these activities he should be helped to develop the skills essential to supreme enjoyment throughout life.

Every child should choose certain activities, certain hobbies that he can keep up as long

as he lives so that there may be no "dull" stretches.

Every man should have certain forms of recreation which require little space and which can be fitted into small fragments of time.

Every man needs to know well a certain limited number of games which he himself likes for use indoors and outdoors so that there will never be an occasion when he cannot think of anything to do.

Every man should be helped to form the habit of finding pleasure in reading.

Every man should be helped to discover some form of beauty which he can really make his own—whether it be beauty of line, form, color or sound.

Some of the 19 Principles as Formulated by the National Recreation Association

Most men should know at least a few songs with good music so that they may sing when they feel like it.

Man thrives best in the sunlight. Every man should be helped to form habits of being active, of breathing deeply in the sunlit outdoor air.

Since living and not business is the end of life, our cities should be planned from the point of view of living as well as of business and industry. Sunlight, air, open spaces, parks, playgrounds, in abundant measure are essentials to any living that is to give permanent joy and satisfaction.

It is of the greatest importance that every person be exposed to rhythm because without rhythm man is incomplete and tires himself and bores others.

High Jumping

By J. EDWARD OBEY

THE running high jump at the Olympic Games at Los Angeles in August will probably be won by an American and the two jumpers likely to finish among the first three positions are George B. Spitz, Jr., of New York University and W. Barnes O'Connor of Columbia.

With this thought in mind, the writer visited these two boys recently and talked extensively with them on their theories of the art of high jumping.

Spitz, who is 20 years old, is the outstanding high jumper in the world today. While he doesn't hold the world's outdoor record (Harold Osborn of the Illinois A. C. is the present titleholder with a record of 6 feet, 8¼ inches outdoors), Spitz does hold the world's indoor record at 6 feet, 7 inches, and in 1931 he made the year's best performances outdoors and indoors; he jumped 6 feet, 5 inches twice; 6 feet, 5½ inches once; 6 feet, 6 inches three times; 6 feet, 6¾ inches once; 6 feet, 7 inches once, and 6 feet, 7 5-16 inches once.

In his first indoor appearance this year he cleared 6 feet 6 inches on a hard armory floor without the use of spikes, which is believed to be the finest performance ever made under these conditions.

Before quoting Spitz and O'Connor it would be well to speak of the most widely used jumps today. There are any number of styles of high jumping, but all are a variation more or less of the "Western jump" or "Western roll", and the "Eastern hitch-kick", also called the "Sweeney jump".

THE Western roll was developed by Horine of California and was first introduced in 1912. Using this method, Horine broke Sweeney's record, which for twenty years had stood at 6 feet 5⅝ inches. The Western roll, as used today by its leading exponent, Harold Osborn, is made on a run usually from the left side of the bar at about a 45-degree angle. Most men in this jump use a run of from 30 to 40 feet from the bar. The take-off is made with the foot nearest the bar, with a vigorous stamp of this foot, the stamp utilizing the heel and the ball of the foot almost simultaneously. The right leg is swung upward and the left arm up and out to the side across the bar. The head and shoulders are brought upward to achieve a layout position which brings the body in a parallel position to the bar. The purpose of this layout is to lift all parts of the body just high enough to clear the bar, achieving utmost economy of movement and effort. The jumper must be careful not to make the afore-

mentioned head and shoulders movement precede the long right leg sweep, else the jump would become a dive, and hence would be illegal. After the spring has been made with the jumping leg, the right leg is twisted slightly outward, which turns this leg over on its side in the last phases of its upward swing. The left leg is first well bent at the knee in an attempt to tuck it under the right. Osborn, in Illustration No. 1 (pages 16 and 17), has this phase of the jump pictured perfectly. As the left catches up with the right leg, it gradually straightens out, and then gets ahead of the right and is the first to reach the ground.

IN THE Eastern scissors, or "hitch-kick" the approach is usually from in front of the bar, and the take-off is made with the left foot. The run is between 30 and 40 feet. The right foot is thrown directly upward with the body facing the bar. A powerful spring from the left foot is made at about the same time, and the left leg is then drawn up quickly. The right leg and foot are turned in slightly on their side when the momentum of the upward sweep has reached its full force. The entire body is turned then toward the left, with the head and shoulders held down, the body describing an arc in the process of clearance, and the left leg and hips are jerked with a snap upward. This is the "hitch-kick" part of the jump and enables the hips to clear the bar. As the body descends the arms are thrown upward to keep the body and arms from hitting the cross-bar. The landing is made on the left foot. In this hitch-kick style the jumper's body is turning toward the bar, while in the Western jump the body is turned away from the bar.

George Spitz has a form of his own, a hybrid style, which he calls a combination of the Western roll and the Eastern hitch-kick. He approaches the bar from in front, at right angles to it,

although his run is a slightly curved one. To illustrate:

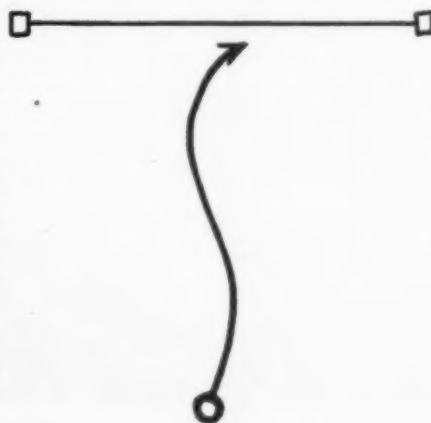
He uses a run of 37 feet outdoors and one of 43 feet indoors. Outdoors his run is a springy stride; the momentum is gathered slowly. He uses a shorter step indoors and a slower run. When the bar is above six feet, the take-off is naturally farther away from the bar, about 3½ feet. When it is lower than 6 feet the take-off is about 3 feet away from the bar.

AS SPITZ gets ready for his take-off, his right foot (the one he takes off from) is pointed in, parallel to the bar. His body is slightly crouched, with the right knee bent a little, and the left foot drags in barest contact with the ground. This brings his left leg as far back of his right as possible and allows him, he says, to get a longer swing and maximum kick, which gives him additional momentum with this leg as it swings up to a position above the bar. The take-off with the right leg is accompanied by a forceful stamp of the right foot, using the heel and ball of the foot almost simultaneously. The arms are swung upward, of course, with the swing of the left foot. The swing of the arms must be coordinated with the leg lift. This is important. This raising of the arms is a vigorous movement, and helps the momentum of the body upward.

After the kick with the left leg, Spitz gets his unique and tremendous kick with his right leg, which is swung upward and over his left. This kick with the right leg is an important one to Spitz; he claims it gives him a four-inch rise. The picture, No. 4 (pages 16 and 17), gives an idea of the tremendous kick he achieves with his right leg. Notice that the left toe is pointed in as the kick is made with the right leg. In going over the bar, Spitz's body twists, helped by a hitch-kick with his left leg which is swung backward and upward. This kick enables his hips to clear the bar. The second kick, Spitz says, finds him on the bar, and the third kick is necessary if he is to clear the bar entirely.

IT WILL be noticed from the picture that Spitz's body is at right angles to his legs. He lands on the foot he takes off from. He is practically facing the bar at the end of his jump. Spitz uses three distinct kicks during his jump, each one of them working against the other.

When asked what type of jump he would recommend to a boy just beginning to jump, he replied that he thought the Western roll was the best to start on for these reasons: It is simpler than the others; you're over the bar longer, therefore, you have more time to adjust



Spitz's Approach



ABOVE: O'Connor's own variation of the Western jump. O'Connor's style is quite different from that of Osborn (at right). O'Connor approaches from the right, goes over on his side, and doesn't use the full layout.



BELOW: Anton Burg in two phases of the Western style, phases later than are shown in the Osborn picture in the center of the group. Note position of Burg's legs and also that Burg has cleared the bar on his side.



Styles of Champ



ABOVE: A fine illustration of the Western jump, Harold Osborn of the Illinois A. C. record (6 feet, 8¼ inches) outdoors using his left leg, bent at the knee, with left foot flat. Note also the perfect layout of the



RIGHT: Spitz using his forceful right leg gives him a four-inch rise. Note that his body is practically at right angles to his

pions



Western jump by its leading expo-
C. Osborn jumped to the world's
using this form. Note position of
ft foot drawn up under the right
the body.

ul right leg kick which alone, he claims,
e that Spitz's body, as he clears the bar,
his legs. Spitz will land facing the bar.



ABOVE: Maynard of Dartmouth in a jump somewhat approaching the style of Spitz (below). Maynard, however, does not use the tremendous kick with his right leg that Spitz does. Note scissorlike position of Maynard's legs, and also direction in which left toe is pointed as he prepares to land. Maynard is also using the full layout position in clearing.



your timing, and finally, it isn't difficult to learn. He advises a beginner, however, to try all styles, until he gets one that is best suited to him. That is how his style was developed. O'Connor of Columbia concurs in this opinion.

Spitz defends his style, of course, and recommends young jumpers to try it. He began jumping as a sophomore in high school. In his first year he cleared 6 feet; in his second year, 1929, he did 6 feet 27/8 inches; in 1930 he did 6 feet 4 1/2 inches; and in 1931, 6 feet 7 5/16 inches. He seems destined to go on to a world's outdoor record.

When you approach from the front, Spitz says, you have to kick faster, and naturally your timing is more delicate. Timing, as in other sports, is a most important essential. Spitz added that he gets more force in his jump by a front approach.

The Western roll, Spitz says, depends entirely on the initial spring, and the layout in this jump comes almost naturally. The Western roll may easily become a dive if the jumper isn't careful.

O'CONNOR, the Intercollegiate A. A. A. champion two years in succession (he cleared 6 feet 5 inches last year), uses a variation of the Western roll. He didn't start jumping until he was 17, his last year in high school. In three years he has developed remarkably at Columbia with the help of Carl Merner, track coach, but O'Connor thinks that, from the standpoint of style and strength, it would have been better to have started earlier. O'Connor is 6 feet 4 inches tall and rather slim, which is an advantage to a high jumper. However, men under 6 feet in height, have cleared the bar well over 6 feet.

O'Connor's approach is from the right at about a 40-degree angle, and his run is begun 42 feet from the bar. The length of his run varies according to the condition of the ground. If it is soggy the run is shorter; if the footing is fast, the run is longer. O'Connor depends on the speed he gets in his last three or four steps, the preliminary ones to these being taken in a long springy stride.

He takes off from the right foot (his idea on distance from the bar on the take-off is the same as Spitz's, depending on the height of the bar) and lands on the same foot, naturally. On the take-off his left leg swings up and over the bar, with his right leg following it. As he crosses the bar his legs are close together, as can be seen from Illustration No. 2. He goes over the bar on his side (Osborn goes over on his back), and doesn't get the complete layout that Osborn does. The hitch-kick with the left leg gets his hips over the bar and gives him the roll or twist, so that he lands facing the bar. He depends entirely on speed and spring, although too much speed isn't advisable, as it is liable to swing the jumper against the bar. He is

very relaxed before his jump; this is another important fundamental.

Asked about training, Spitz and O'Connor were pretty much in agreement. O'Connor, who is 21, runs the middle distances when in training. He also thinks running up and down stairs is good practice. Spitz believes sprinting is good for developing spring in the legs. Both agree that bicycle riding is good for embryo high jumpers. Skipping rope and hopping to develop leg strength, and high-kicking to loosen up the hips, are also recommended. Another important thing to remember: a high jumper should avoid using muscles that he doesn't use in the high jump. Another favorite exercise of O'Connor's is rising up and down on the toes.

Between meets, if they are held two weeks apart, Spitz works out once or twice a week. Beginners, he said, should work out three times a week. If Spitz has a meet on a Saturday he works out on Monday and Tuesday and then rests until actual competition in the meet. For the practiced jumper he recommends two workouts a week.

In the midst of the regular track season, indoors or outdoors, when the meets come once a week, Spitz doesn't work out between the meets. When he does practice, he rarely tries for heights greater than 6 feet 3 inches. However, he jumps at least fifty times while practicing.

IT IS interesting to point out here the attitude of Spitz and O'Connor on the margin of clearance of the bar. They both aim to clear it comfortably, no mat-

ter what the height is. O'Connor's reason is a psychological one; it gives him confidence, he says, to clear the bar by a good margin. Spitz likes to clear comfortably for psychological reasons, and because of the danger, he says, of your work becoming sloppy if a good margin of clearance isn't allowed. The pure Western roll jumpers usually allow for only the barest margin of clearance. Some jumpers say that clearing by big margins uses up energy that eventually tires them for the later jumps when the competition forces them to jump ten or twelve times.

To get the legs in shape in practice and during a meet a little jogging and a few high-kicking exercises are beneficial. Mental condition is important. The jumper must make himself think that he's going to clear the bar, no matter what the height. If the runner approaches the bar with a mental handicap, he'll never get over. Spitz prefers the old standards, with the uprights projecting above the bar, as opposed to the new in which the bar rests on top of the uprights. The new ones, he says, make the bar look higher than it really is.

In the final analysis, the successful high jumper must first of all have *spring*. If he doesn't have spring, no amount of mechanical perfection in other phases of the jump will make him a good jumper. If he does have spring, then he must acquire timing and coordination, the two all-important fundamentals. Spitz, of course, has unusual spring, but he lays at least 30 per cent of his success to those three distinct kicks he uses, and 70 per cent to his spring.

OUT OF THE HUDDLE

None Dead, 1,568 Wounded

SCHOLASTIC football in the State of Ohio last fall escaped the epidemic of fatalities that scourged the game nationally, but there were 1,568 injuries, more or less serious, which were reported on 300 questionnaires returned to H. R. Townsend, State athletic director, who sent the questionnaire to the 462 high schools maintaining football teams in the State.

Approximately half the reported injuries were sustained in practice maneuvers and scrimmages. More than two-thirds were nothing more than a sprain, broken tooth, dislocation or torn tendon.

Despite this seemingly large number of injuries, Director Townsend said the figure was low when it is taken into consideration that 15,500 school boys participated in the sport. Two hundred and thirty-seven schools said they had fewer injuries this last season than the year before, while 49 suffered more.

The number of injured players, however, was sufficiently large to cause the Board of Athletic Control to delve deeply

into the advisability of insuring players, a plan that has been used in Wisconsin for several years. Two hundred and twenty-six schools voted for the insurance on the questionnaire, while 37 opposed such a move.

Mr. Townsend's report also shows that injuries during the past football campaign were on a decrease in Ohio and that football receipts at 255 schools averaged 25.9 per cent of the total receipts paid for officiating.

One hundred and thirty-three schools replied that football was a paying proposition during the 1931 campaign, while a financial loss was noted at 148 others.

Economy in Michigan

AN ECONOMY program has been adopted for high school basketball tournaments in Michigan with an attempt to cut all unnecessary expenses, Charles E. Forsythe, assistant director of interscholastic athletics, announced recently.

(Continued on page 24)

OLYMPIC GAMES

At Los Angeles—August, 1932



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Los Angeles Coliseum*

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Student Leadership in Swimming

By EVA LYMAN

Miss Lyman is head of the physical education department for girls at Wichita High School, East, Wichita, Kansas.

"No, you take your soap shower before you put your suit on. The reason for that is . . ."

"Your finger nails need a little repair work. Mrs. 'Mac' has a file."

SUCH bits of conversation can be heard any day at the swimming pool door as a student leader carries on the inspection. The diplomacy used by these student leaders varies, but most of the ones sent back for "repair work" usually return in good spirits. Another leader checks attendance, and another is acting as life guard until the free swimming period ends, when each leader takes her group for instruction. If Sue is a fast dresser, she gets a long free play period, for throwing a ball, or sitting on it, or following a leader, or trying to sit on the bottom—if she likes that.

All sophomores swim on the same day. Sometimes fifty girls are in the pool at the same time, ranging in ability from beginners to junior life savers. It is impossible for one instructor to handle this large group without some organization for instruction and safety. Our best solution has been in the use of student leaders. All girls who are interested in being swimming leaders come to the first meeting which is a try-out for swimming ability. The poor ones are eliminated at once, because they too need class instruction. Girls who are not dependable are also eliminated. The others meet after school twice a month for methods in teaching.

Each leader learns how to teach the beginners, intermediates, and advanced, but she may teach whichever division she prefers, for instance beginners. If she has selected beginners she teaches only that one group. Sometimes a leader may be a failure with the advanced group, but when changed to the beginners she is a success.

All swimming requirements set up for the student body are carefully gone over at leaders' meeting. At the first meetings the instructor rapidly teaches all the strokes in what she considers the shortest and most effective method. The leaders receive the instruction and improve their own strokes. As soon as the strokes and dives have been taught once, we start at the beginning again. This time the leaders practice teaching; one girl will teach the back float and recovery, another the back stroke, and so on. They criticize each other's methods in presentation, brevity and clearness. They have had some actual teaching experience by this time and are full of questions as to what causes this and that.

The leaders would learn more quickly if they could teach the side stroke for criticism as soon as they had observed someone else teach it. The idea in rushing through all the strokes first is that we must give the leaders some idea about all the strokes since the advanced class just can't sit on the edge of the pool for six weeks while their leader learns how to be an expert teacher. The advanced people are anxious for new things, and yet the advanced swimming leader cannot teach advanced strokes until she knows how to improve the ones they think they know. Many times, in the sophomore class, the advanced swimmers only have the ability to swim in deep water; they are self-taught, and the result is worse than knowing nothing about a stroke.

Not all the leaders are good swimmers or life savers. They should be, but three days a week are spent in teaching others, and they swim only at leaders' meetings or in after school sports. Most leaders come out for swimming team practice which is held one night a week for twelve weeks. After the swimming season is over life saving instruction is offered one night a week for another twelve weeks.

No swimmers are permitted to enter the water until the instructor in charge is in the pool room. At all times she exercises the utmost vigilance, but not many leaders lose sight of any of their swimmers. Each leader is responsible for the safety of her own group. In an emergency, when helpful advice from the bank is of no assistance, the leader is instructed to use the hooked poles hanging in the pool for rescue work. Only as a last resort is any leader to give assistance by jumping in the water. Students are not permitted in deep water classes until they can tread water and go into a floating position from treading, and swim the back stroke, elementary crawl and a fair side stroke. When students are able to save themselves without having someone else haul them out of the water, we think it increases confidence and self-respect. Only twice in six years have we had to go in for students.

Our swimming requirements follow, given in the order in which we usually teach them. However, a leader is free to try anything in a different order, or in a new way if she has the courage of her convictions:

Beginners—Correct breathing fifteen times, jelly fish float and recovery, face float and recovery, face push off, elementary crawl, back float and recovery, turn from back to face and reverse, back stroke sixty feet, and a sitting, or a kneeling dive.

Intermediates—Side float, side stroke sixty feet, surface dive, treading water for thirty seconds, bobbing fifteen times, plain front dive, single overarm.

Advanced—Trudgeon, crawl, breast-stroke, and the ability to swim one hundred yards using at least two advanced strokes. Dives: plain front, running front from board, swan and back dive.

We expect great things of our leaders. At the end of three years service as a leader, she is usually a pride and joy. It is really unfair to the girl to keep her as leader for three years, because her other gym work such as rhythm and sports must be neglected. Yet as a leader for one year, she just begins to get the idea, and we hate to give her up. Some of them never make the grade, and others can teach circles around their own teacher, and do things with the students that exceed our greatest expectations. Some days the leader thinks hers is a hard life, but she loves it. We enjoy seeing her accomplish things and share with her the thrill of seeing someone finally learn something after days of patient teaching. The fact that the student thinks she discovered it herself and comes to the leader with the great news, only pleases the leader because we know what has happened.

A Scoring Formation

(Continued from page 9)

simply polish his style. If his method does not bring baskets, I break him of his ineffective style and teach him the more standard style.

If we are two or three points ahead at the end of the half, I instruct my men to come back with their best play in the next period and try to score one or two quick goals. We worked this at Chicago against Oregon. With the score 14-11 in our favor at the half, we scored two quick goals with the set play shown in the diagram and thereafter had things our own way.

When an opposing team has made a hard spurt, it is good strategy to stage a quick and strong attack. For after every hard action there is a strong reaction and the opponent can often be caught napping as he is affected by this after his hard drive.

It will be noted that I bear down with emphasis on the mental attitude of the players. I have always done this because I consider basketball to be a game dependent as much on morale as upon skill. Boys of high school age especially are influenced by mental reactions and the coach who uses this knowledge will, I believe, help his boys to win games that would never be won by skill alone.

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Three New Track Records Approved

The Committee on Rules and Records of the National Federation of State High School Athletic Associations met in the office of C. W. Whitten, the secretary, 11 South LaSalle Street, Chicago, Nov. 28, and approved the following additional national championship high school record: 880-YARD, 4-man RELAY—Record of 1 min., 28.2 sec., made by the Polytechnic High School, Los Angeles, California, at the Southern California Interscholastic held at Los Angeles, California, May 16, 1931. (Team: Walter Hopson, Ralph Olson, Clifford Ritchie, James LuValle.)

220-YARD LOW HURDLES—Record of 23.5 sec., made by A. Oliver of the Roosevelt High School of Dayton, Ohio, at the University of Chicago Interscholastic Track Meet held at Chicago, Illinois, June 13, 1931.

TWO-MILE RELAY—Record of 8 min., 9.3 sec., made by the Deerfield Shields High School of Highland Park, Illinois, at the University of Chicago Interscholastic Track Meet held at Chicago, Illinois, June 13, 1931. (Team: F. Fell, H. Heine, A. Fox, and P. Rubly.)

Stethoscope Misplaced

PHYSICIANS who put stethoscopes to the coat lapel instead of the bare chest are responsible for a number of football injuries.

So charged Dr. Charles Gordon, volunteer medical attendant of the Boys' High School (New York City) football team.

"Physicians become soft-hearted when boys up for examination come to them and plead to be given a physical O. K. so that they can play football," declared Dr. Gordon. "Usually the boy who makes such an appeal is unfit and he is the one who will fall heir to serious hurts. A doctor who passes a boy without first giving him a thorough examination as to his mental and physical condition is doing the boy and himself an injustice.

"During the three years I have been connected with the Boys' High team there hasn't been a serious injury recorded. Every boy who turns out for the team is given a rigid examination before the training period starts and at intervals during the campaign. This is the only sane way to safeguard against serious hurts," concluded Dr. Gordon.

The Parental Uneasy Chair

QUESTIONNAIRES sent to parents of school children in Madison, Wisconsin, have revealed that, of nearly 100 replies thus far received, 56 believe that high school football should be discontinued. Among the objections voiced were: That the risk is far greater than the benefit, that high school football is not adequately coached, and that sport is no excuse for "butchering".

The New Dance in Education

By MARY JO SHELLY

Miss Shelly Begins Her Series of Dance Articles for Scholastic Coach

A DANCE page in *Scholastic Coach* should signify to high school physical educators the importance of the above title. Working on the job more or less by oneself, it is quite possible to hear only delayed reports of new trends in the profession as a whole. These spring up unheralded and often die an early death. Their survival depends upon their standing the test of practical application. The teacher on the job is frequently skeptical of new ideas, and frequently that is the only correct attitude. Occasionally, however, a new idea meets a real need, so that wholesale skepticism may be wasteful and turn into a mere clinging to what is familiar and hence easy. Change is always disconcerting, but it is indispensable to keeping alive.

Teaching dance is no new idea. But teaching dance in the school is changing and due to undergo more change in the near future. Behind this change is a far greater one—a slow but sure revision of the whole educational theory about schools and their function. Fortunately for itself, physical education is included in the overhauling, and no part of its curriculum engages more interest right now than does the teaching of rhythmic activities, particularly in the elementary and secondary schools. Children form tastes early in relation to a skill like dancing, so that constructive revision must begin in the grades and carry through the high school.

TO DISCUSS new things, one requires new names for them. A terminology must, in this case, be largely arbitrary because the field as a whole still lacks a standard one. To designate all types of dancing, the term *rhythmics* is proposed, analogously to gymnastics or athletics. *Rhythmics*, then, includes four main types of dancing: folk, social, tap, and free dance.

Folk dance is a perennial which is likely to change but little. The new attitude affects it only in so far as it reemphasizes the fact that the unique value of folk dance lies in the rich historical document it presents. It is a living record of other times and places to which there can be no better access than through a native art form like dancing. This value is too frequently sacrificed in favor of mere accuracy in performance. Accuracy is vital, but it is futile to attempt catching the spirit of a dancing peasant while exclusively bent on counting the proper

number of steps to a figure. Counting and dancing never did mix well despite the fact that they are so often found together. The trick of avoiding technical overemphasis and securing true folk spirit lies in the teaching. The teacher must know her source material and be herself more than a drill master. Folk dance can be perfectly sterile—a series of meaningless steps—or it can be indeed living history.

Social dance is a standard term needing little definition. The school ordinarily sponsors social dances and seldom teaches social dancing, a state of affairs doubtless traceable to a lurking suspicion that it is an undesirable activity. Examination reveals that many of its undesirable features are due to nothing so much as lack of skill. The accepted form of social dancing is enjoyable to see as well as to do, and the school is the sole agency in a position to teach this accepted form to all young people. By suspecting and rejecting social dancing, the school does not put a stop to it. Young people go elsewhere and dance as cheaply as they choose, more out of ignorance than perversity. The new attitude toward social dance recognizes it as a strong and valid interest, and makes use of that interest for furthering social guidance.

TAP dance, an arbitrary choice of a term, is here used to cover all dancing based upon taps of the feet. Traditionally, the term tapping was used in this sense. The use of one term instead of several like tap, clog, soft shoe, and so on, is both economical and clarifying.

Tap, like social dance, is suspect because of its association with the theater, of which the school is always a little suspicious. But again like social dance, suspicion is foisted upon it through misuse. Trouble comes when teachers let the peculiar contagion of tapping affect their judgment to the extent of granting so limited an activity a large time-allotment in an already cramped program. Or again, teachers do tap a disservice if they fail to control its propensity for exploitation. It is a good trick to show off, and showing-off a class is part of the teacher's job in rather too many schools. The unique value of tap is its strong rhythmic quality and its possibility for characterization. These should interest the school instead of stupid routinization or spurious exhibitionism.

Free dance, a very arbitrary term in-

deed, was coined by Miss Elizabeth Selden in her book, **Elements of the Free Dance*. It is used here for that form variously, though not always accurately, described as interpretive, æsthetic, expressionistic, modernistic, educational, natural, creative, and probably still others. Plainly one can never be sure of being understood by using one of these. A new term may as well be coined. The term free dance at least distinguishes it from folk, social, or tap which have a content fixed by tradition or agreement. Free dance is free to make itself as it goes, and no two people agree about its content. It deserves considerable comment to which another issue of this page will be devoted. Suffice to say now that free dance is the core of the new dance in education.

*Selden, Elizabeth: *Elements of the Free Dance*, A. S. Barnes & Co., New York, 1930.

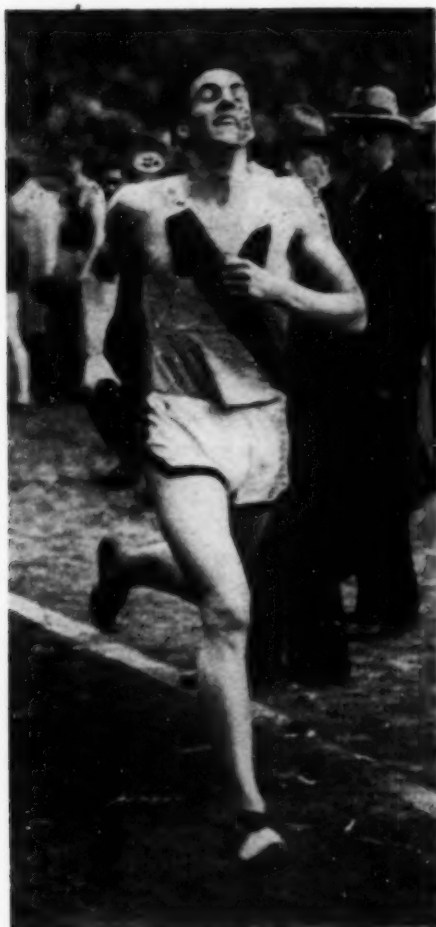
DANCE NEWS NOTES

The national organization serving the dance in education is the dance section of the American Physical Education Association. Its chairman is Miss Mary O'Donnell of Teachers College, Columbia University. The section will present a stimulating program at the national A. P. E. A. convention in Philadelphia in April. Papers from the program will be printed in a succeeding issue of the *Journal of Health and Physical Education* or the *Research Quarterly*, official publications of the A. P. E. A.

The dance field is without a good periodical. *Theatre Arts Monthly* and *Vanity Fair* carry occasional articles. Mr. John Martin, dance critic, writes weekly in the *Sunday New York Times*, and Miss Mary Watkins serves the same function in the *Sunday New York Herald Tribune*. The *Journal of Health and Physical Education* publishes material on the dance in education. But on the whole, readers interested in the dance must shop around for their news. *Scholastic Coach* now joins the list of places to shop.

Next month this column will list items of dance bibliography and places to obtain dance materials for teaching.

Scholastic, national bi-monthly for high school students, is carrying three articles discussing rhythm and dancing from the student's viewpoint.



Canadian Champions of the Cinder Path

By H. H. ROXBOROUGH

more than their nearest competitors and, in so doing, tied one national record and smashed five others—all in one day. Not only did these teen-age boys win all possible honors in their own group, but they also competed against older and more experienced rivals in open competition. Even then their triumphs continued, for in the Canadian open championships they won three first places and one third and had two members on the champion one-mile relay team.

Their 1931 United States record was almost equally impressive. At the Penn Relays, they won the two-mile relay and the medley relay and were third in the one-mile relay; they also gained one second in the 100-yard dash and a third place in the half-mile. At Columbus, Ohio, they gathered another first in the medley relay and not only won the two-mile relay but also set up a new world's interscholastic record of 8.15 1-5.

Later, at Princeton, New Jersey, they gained one each of first, second and third places and set up a new individual half-mile record.

Naturally, the question is often asked: "How does Cornelius do it?" The writer, seeking an answer, visited the Scottish-Canadian mentor in his school gymnasium and obtained these impressions.

Hamilton Central Collegiate has a student registration that includes about five hundred teen-age boys. At the beginning of the season, the physical director extends an invitation to all who would like to participate in track and field sports, and usually about one hundred attend the early instruction.

Cornelius does not adopt a training table, for he agrees that one man's food may be another man's indigestion. So he merely requests his lads to eat whatever agrees with them, providing it is plain.

While the coach allows some laxity in food and sleep, he is a rigid disciplinarian concerning smoking. Before the training season begins he informs the aspirants for athletic fame that any boy caught smoking will be dismissed from the team. Cornelius is convinced that smoking is detrimental to a growing lad, and it is rather a tribute to his judgment and personality that, in a decade, only two boys have been detected violating this training rule.

This experienced coach, whose track methods have merited the written commendation of such sport leaders as Lawson Robertson, American Olympic coach;

Douglas Lowe, twice Olympic eight-hundred-metre champion; and Lord David Burghley, world's champion hurdler, attributes a great deal of his athletic prosperity to inspiration felt by his boys.

Before an important engagement you will find his boys alert and eager; yet determined, self-contained, undisturbed by visions of defeat. Consequently, his boys often do better in a pinch than they do in practice. Last year, Holland, an athlete who rarely exceeded twenty-two feet in the running broad jump, stepped into the toughest competition at the Dominion interscholastic championships and covered twenty-three feet, seven inches. Prior to the two-mile relay at Columbus, Ohio, last season, Cornelius said to his team: "Boys, this will be your last race together; make it something you will remember." Then, on a soft track, despite the handicap of leading their nearest opposition by more than two hundred yards, these youngsters bettered the best previous schoolboy time ever recorded in the event by four-fifths of a second.

So, the successes of Captain Cornelius can be attributed to a knowledge of track and field fundamentals, the ability to impart this information to others, a determination to select his teams on merit; planning a year ahead and implanting self-confidence in the athlete's mind where it may be lacking.

Those who fail to make the first team are not neglected, for one of the reasons for Hamilton's success is that Cornelius plans one year ahead.

The Hamilton coach has determined views on sleep, food, hours of training and smoking. He believes that eight hours sleep a night is necessary; that two hours sleep before midnight is preferable to four hours after the stroke of twelve; that too much sleep is as bad as too little, for it induces laziness.

RUNNERS' WEIGHT

I find that the best guide to the condition of runners is to have them weighed daily. The weight varies with the condition of the athlete, of course. When he first starts out to train he may be overweight. He loses some of the superfluous flesh after the first four or five days and his weight will decrease. But after that, with the regularity of hours, diet, and exercise, his weight should be back to what it was when he started. I am speaking now of the average-sized athlete—145 to 150 pounds.—Lawson Robertson in *School Athletics in Modern Education* (Wingate Memorial Lectures).

THE story of the high school that has won the Canadian interscholastic track and field championship for ten successive years, and of the methods and personality of the coach, is presented here in brief for the coaches of the United States, many of whom know of this school and coach from their frequent visits in the spring to the relay carnivals at Pennsylvania, Ohio State and Princeton.

Twelve years ago Central Collegiate, a public high school in the city of Hamilton, Ontario, had made no strides to speak of down the runway of athletic endeavor. With the appointment in 1919 of Captain J. R. Cornelius to the post of director of physical education, there began at Hamilton Central Collegiate a new era that was to lead to extraordinary success in the field of competitive athletics.

When Cornelius began his work, there were no facilities for athletic training. Indeed, there was not even a place to run until 1921, when the physical director received an Easter gift of six loads of cinders, and the loan of a steam roller. With his boys he undertook to construct their own speedway. One year following the completion of that construction job, the school team went to the Pennsylvania relay carnival and returned home with two first places and one second in three starts.

In Canada, Central Collegiate athletes not only retained the national high school title but they gathered seventeen points

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OUT OF THE HUDDLE

(Continued from page 18)

Regional tournaments for Class A schools and district tournaments for Class B institutions have been dropped, less expensive awards will be purchased, and upper peninsula schools will forego their right to enter the State tournament because of the transportation costs.

The State High School Athletic Association which met in Ann Arbor approved this curtailed program. The State tournament will be held at Lansing, March 17-19. Winners in all three classes will compete in the finals.

Class A competitors will be selected on a league basis, the State being divided into six leagues. The valuable trophies given in the past, and the cups and plaques, which the winning teams put in their high school assembly hall trophy cases, will be missing. The awards this year will be parchment.

65 Yds. as the Crow Flies

A SIXTY-FIVE-YARD field goal, made in 1892, has at last found its way into the record book of football, says the Associated Press.

The goal, a dropkick, was made by J. P. Ross, a member of the Birmingham Athletic Club football team of that year, in a game with the University of Alabama. It was worth five points then and won the game for the athletic club, 5 to 4.

It is attested by United States Senator William B. Bankhead, who played on the university team in the game; Judge William M. Walker, of Birmingham, and Dr. Burr Ferguson, famous medical scientist, to Parke H. Davis, who compiles the record list for football guides.

For years a sixty-five-yard goal from placement made by John T. Haxall, of Princeton, in a game against Yale in 1882, has stood at the top of the field goal list. The longest previously recorded dropkick was one of sixty-three yards, made by Mark Payne, of Dakota Wesleyan, against Northwest Normal, Oct. 16, 1915.

Basketball Charity

Crane Technical High School of the Chicago Public League and St. Mel's of the Chicago Catholic League recently met as one-half of the attraction in a basketball program held at the Chicago Stadium for the benefit of the Joint Emergency Relief Fund.

Coach Sam Lifschultz of Crane is in such demand that during the basketball season he holds down three jobs. Besides coaching, Northwestern University has drafted him to officiate as referee for all of its home basketball games. But that isn't all. The *Chicago Evening*

American, realizing that Coach Lifschultz is one of the best informed men in the Chicago area, has signed him up to write a special article on the sport every day of the week.

The Stagg Invitation Basketball Tournament, second of an annual series for the public schools of northern Illinois, officially opened the new \$700,000 University of Chicago field house. Coach A. A. Stagg confined the initiation ceremony to the simple gesture of tossing out a new ball.

Lights Out

THE high school basketball schedule of Chicago has been sliced in half because of Chicago's desperate financial plight. The direct cause of the new ruling is the new order made by the Board of Education which requires all the buildings of the senior high schools closed by five o'clock.

Heretofore the basketball games have been double-headers, with the lightweights playing first and then the bigger teams taking the floor. With this double schedule, games are never over until six o'clock. It will be impossible to play two games by five o'clock.

As a result, the home and home elimination system will be discarded. Each team will meet the others only once during the season, the big teams meeting on one floor and the lightweights playing on the other floor.

Superintendent of Schools William J. Bogan, who ordered the schools closed at five o'clock in order that the Board of Education would save money in heating them, declared that if the coaches of high school teams could figure out a way of playing both games without altering this budget-slashing plan, it would be agreeable with him.

It is impossible for players to reach the opponents' floor before 3:30 o'clock. They must attend regular afternoon classes and then travel quite a distance to the home team's floor.

The athletic system of the Chicago public schools was one of the last departments of the city government to feel the axe of depression.

• • •

Central High School of South Bend was officially presented with the trophy awarded annually to the winner of the Northern Indiana High School football championship. Central High also received a trophy emblematic of football supremacy throughout the State. Central was undefeated in eleven contests.

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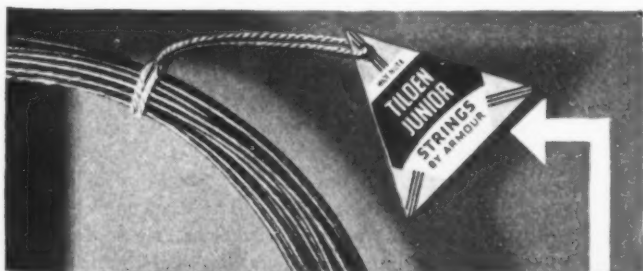
And best of all, its price of \$5 is within reach of all your student players.

This new string is being advertised to high school students through the *Scholastic Magazine* in connection with a slogan contest open to all pupils. Complete information on this slogan contest can be found in the February 6 issue of *Scholastic*. Urge your students to enter the contest — it's free — and it will help to stimulate their enthusiasm in tennis!

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High School Football Deaths

OF THE forty-three deaths to boys and young men in which football figured either directly or remotely during the past season, nineteen involved boys who were students in high schools. *Scholastic Coach* sent to the principals of these high schools a questionnaire asking for more specific information concerning the circumstances of the accidents than was given in the newspapers. At the time of going to press, thirteen questionnaires have come back from the principals, giving information which, while it may lead nowhere, provides a more substantial basis for a truer understanding of these fatalities than has yet been constructed.

If any survey is likely to lead to definite conclusions on this most timely subject it is the one now being conducted by the department of physical education of New York University on a fellowship founded by the National Bureau of Casualty and Surety Underwriters. It will be some months, however, before Professor Frank S. Lloyd, director of this survey, will be ready to report on the branch of the work pertaining to injuries to high school football players.

The most significant fact arising out of our questionnaires is that of the thirteen replying principals only four could honestly state that football was not the contributory cause of the deaths, or was only remotely the cause. In two of these four instances the players had received only slight scratches such as they might have received from a fall anywhere, which developed into blood poisoning and caused death within the period of one month.

Without naming the principal or his school we are recording here the most pertinent information appearing on the questionnaires:

HIGH SCHOOL IN CALIFORNIA: Fatally injured player, a senior in the school, tackled safety man returning punt. Perfectly executed tackle, and except for the raising of the ball carrier's knee at the moment of impact, nothing serious would have happened. *Principal recommends as a possible influence in reducing the chances of serious injury:* Better officials, excuse nothing. Reduce the game to fewer men or prohibit line-men from pulling out of the line on offense or crossing over in behind the line on defense. Make a more territorial game for the individual.

HIGH SCHOOL IN ALABAMA: Fatally injured player, age 19, on an open

field block as his team received ball on a punt, attempted to take two opponents out of the play. One of them fell on his abdomen, bruising his lower intestines beyond repair. *Principal recommends:* A rigid physical examination before starting practice and at intervals during the season. A careful supervision of eating before game, as this player had eaten heavily a short time before the game which was played on a very hot day.

HIGH SCHOOL IN MICHIGAN: Fatally injured player went to receive kickoff; ball hit him in the chest, caromed off, and in scrambling for it and falling on it he was hit from several angles by three or four other players driving toward the ball. Both bones above the ankles broken; internal injuries; bleeding. *Principal recommends:* Restraining lines for kickoff such as Coach Dorais of the University of Detroit recommends. (Editor's note: Such restraining lines for kickoff would require that no player of the receiving side except members of the backfield be permitted to enter the territory between the thirty-yard line and the defended goal line.)

HIGH SCHOOL IN IOWA: Fatally injured player, had received slight bruise, to which infection set in. *Principal recommends:* A more thorough physical examination.

HIGH SCHOOL IN OHIO: Fatally injured player was not a member of the so-called varsity team, but was a member of the freshman team. The injury was a bruise. Later blood poisoning developed. *No recommendations offered by the principal.*

HIGH SCHOOL IN INDIANA: Fatally injured player, weighing 165 pounds, in a practice session, was tackling a boy weighing 140 pounds. The lighter boy's knee, at the moment the tackle was made, came up and hit the tackler in the pit of the stomach, thereby devitalizing a portion of the intestines. Peritonitis set in. *Principal's remarks:* It is a hard thing to say what to recommend for making the game safer without removing some of its spectacular features.

HIGH SCHOOL IN NEW YORK: Fatally injured player rolled over two or three times after missing a tackle. He was not in contact with any player. Kidney had to be removed. Physician stated that the walls of the kidney had been weakened by the presence of a cyst which had embedded itself deeply into the tissues of the back. Any minor fall might have produced the same result. This weakened kidney could not have been detected in advance except by X-ray. *Principal recommends:* A more careful medical examination, including a most complete medical history of every player.

HIGH SCHOOL IN ILLINOIS: Player died of hemorrhage of the brain. *Principal's remarks:* We do not believe his death was caused by football. He did get some bruises in football; later he developed internal bleeding and nose bleeding. The doctors say that possibly the bruises hastened his death but that football was not the cause.

HIGH SCHOOL IN TEXAS: What was the character of the play, or situation, when the accident occurred? Answer: Defensive line play. What would you recommend as a possible influence in reducing the chances of serious injury in football games? Answer: Not allow piling on and formations of flying wedges. Other remarks: The injured player attended school the Monday following the game on Friday when he was injured. He apparently was all right then.

HIGH SCHOOL IN NORTH DAKOTA: Death was due indirectly to football. Player received a slight scratch on his elbow. About a week later infection set in. He battled the infection for about three weeks when, due to his much weakened condition, pneumonia set in. Four days later he died.

HIGH SCHOOL IN PENNSYLVANIA: Player was senior in high school but he was not playing for the high school team when he was fatally injured. He was playing on an independent team. *Principal's remarks:* We disapprove of independent football. We feel that players on an independent team do not have the proper care and attention.

JUNIOR HIGH SCHOOL IN PENNSYLVANIA: Seventeen-year-old boy died as result of general peritonitis, probably due to a ruptured appendix. *Principal's remarks:* One of our local papers published what the surgeon on the case called an essay purporting to explain the boy's death on the ground of football injuries. The surgeon could not conscientiously say as a result of what he saw when he operated that the boy's condition was caused by football. I went to the boy's bedside and pleaded with the mother to take him to the hospital for observation. Our school nurse made similar efforts without avail. I urged very strongly upon the family physician the removal of the boy to the hospital, but he assured me that there was no cause to become alarmed and that everything would adjust itself without going to that expense. It is reported that the boy had several severe bumps in automobile accidents. These, of course, might have been contributory to the malady that ultimately killed him. The family physician, upon being specifically asked whether in his judgment this boy was in

(Continued on page 30)

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Not All Education in Books

By JAMES EDWARD ROGERS

(Continued from page 3)

and the executive officer is the state director of physical education and health. In New York, Michigan and Delaware, and other States, the State director of physical education and health is an executive officer and secretary of the State Athletic Association. In this way there is a direct tie-up to the educational leadership of the State. These few instances are but trends that point to the fourth step which we must take which is one of not only coöperation but direct administration.

Today as we look over the country there are a few superintendents and school administrators in the first period of opposition to the school athletic program. There are other school leaders that are simply tolerating athletics and are twenty years behind the times. There are others who are just beginning to coöperate as we started to do ten years ago. But in the next ten years, the final stage is to develop the educational possibilities of physical education and to make it a definite school subject under regular school authorities. This does not mean, of course, that we will have no high school athletic associations both local and State. It means that we will have student interests and student leadership and we will have committees and leagues, but the actual administration of the athletic program will be treated for its educational values and hence we will be relieved from the annoyance of outside interference.

Evils Not Inherent

IF we want athletics to fit into our school system, to harmonize with the rest of the program, to get rid of its evils and annoyances and to develop its educational value, we must take this fourth and final step.

The evils that arise from athletics are not inherent in athletics but arise largely from faulty control, administration and treatment. Our bickerings, fights and enmities arise not from the game but how we handle the game.

The happy signs are the development of State athletic associations and the leadership of the National Federation of State High School Athletic Associations. The interest and the leadership given by State universities; the handling of athletics as a direct administration problem in the office of the city superintendent, as at Cleveland, Buffalo, Detroit, and other cities; the direct management by State directors of physical education and health as executive officers of the State high school athletic associations such as at Michigan and New York—these and many others are signs that we are trying to put athletics on an educational basis.

The danger signs, however, are many. State tournaments develop the spirit to win. Winning becomes the only idea. The expenses for athletics mount rapidly and this demands gate receipts; gate receipts demand winning exhibitions. Athletics becomes an affair of the arena, so we have high schools building stadiums at a cost of quarter to half a million dollars, and gymnasiums being turned into arenas. The tendency is to neglect the physical welfare of the entire student body. Little is done in intramurals. Emphasis is placed upon the coaching of the four varsity teams in track, football, basketball, and baseball. No longer is athletics a school affair but the high school team is adopted as the town's team. No longer are stadiums composed of high school students, but are dominantly composed of town folks. Every high school in a small town has a downtown Strategy Board. These are some of the danger signs.

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The Scholastic Coach: His Inheritance

By WARREN IRWIN

PART TWO

IN NEW ENGLAND the first American who was a Puritan of the seventeenth century vintage, frowned upon anything savoring of social diversion. The tithing man, among other things, must see that no boy went swimming. Shuffle-board was "an idle game which caused the youth to waste precious time".

New Englanders called Christmas a "wonton Bacchanalian" feast. There was a fine of five shillings on any person observing the day in Massachusetts. Governor Bradford, Christmas Day, 1621, complained because he found some newcome colonists "pitching ye barr" and playing "at stoole-ball" (a variety of croquet). The Governor ordered the playboys to stop "gameing or revelling in ye streets" as "it was against his conscience that they should play & others worke."

Equally damnable was the 1627 May Day celebration at Merry Mount. "They set up a Maypole," indicts Governor Bradford, "drinking and dancing aboute it many days together, inviting the Indian women for their consorts, dancing and frisking together like so many fairies or furies rather." Endicott, acting on the Governor's complaint, chopped down the "idoll Maypole".

Cotton Mather spoke of "the day of senseless diversion which they call the Commencement at Cambridge," when Harvard students pranked. "I choose to spend it at home." Reverend Charles Chauncy was perhaps best recommended to the post of president of Harvard College because he had refused to read Laud's "Lawful Sunday Sports" aloud to his congregation in England.

YET play was inherent in the Puritan and his fellows of New England. Maypoles continued to appear and to be promptly cut down—even the cutting down was a form of play not altogether unenjoyable. "Amusement" was found in the clergy's mid-week lecture when marriage engagements were announced, official notices read, culprits punished (with a hanging now and then) and perhaps a seditious or heretical book condemned and destroyed. It became customary for the young folks to troupe from town to town to attend these lectures. Because this dissipation became too general the magistrates attempted to limit each minister to one lecture in two weeks. Still the complaint continued that the meetings were diverting people too much from their necessary tasks.

The frequent training days of the colonial militia were looked upon somewhat as a festive treat by upwards of a thousand men. There was prayer and singing of psalms, to be sure, but also there was a bountiful dinner on Boston Common and target practice with musket

and cannon for which prizes were awarded—silver shoebuckles, silver cup, silver-mounted pike. A militant religiosity could tolerate such innocent diversion as the question of whether a bullet in the head or the belly of the human-form target should be counted the more fatal.

Hunting took on a more sportive complexion, perhaps, when the farmers would gather to "beat up" a waste for wolves. Yet this sport was sanctioned by the necessity of protection. The practice of wolf-baiting, bear-baiting, etc., however, had no such sanction, or any other.

Boston boys played "wicket" and football, but indications are that the play of even the juveniles was rigidly curtailed. Football was legislated off the Boston streets "as sundry complaints are made that several persons have received hurt by boys and young men playing at football in the streets." The Rowley Indians adjourned their football to the seashore sand where it was "more easie" on their bare feet; "neither were they so apt to trip up one another's feet and quarrel as I have often seen 'em in England."

The Virginians and Marylanders legislated against card playing and dice, but honored the statutes in the breach as much as in the observance. Horse racing, hunting, dancing and house partying were general diversions among the tobacco planters. These were the sports of the gentlemen and ladies of the southern colonies. A fine was imposed upon a Virginia tailor for "haveing made a race for his mare to runn with a horse belonging to Mathew Slader for two thousand pounds of tobacco and cask, it being contrary to Law for a Labourer to make a race, being a sport for Gentlemen."

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one observer, "or any manly exercise except horse racing. . . ."

Fox hunting to hounds on horseback, night hunting of 'coon and 'possum with a hound pack, deer-stalking behind a trained horse, capturing of wild horses and gunning for more dangerous quarry—wolves, bears and panthers—were the forms of hunting employed in early Virginia. Fishing was engaged in with hooks and lines as well as with nets.

IN TIME the class distinction was broken down somewhat and sports were participated in by gentlemen and yeomen alike, but this was at a later day when democracy was more prevalent among the children of the first Americans in Virginia than it was among those of the seventeenth century.

It is to the Dutch in New Netherland to whom we must turn to find recreation and frolic indulged and encouraged in a sense understandable to present-day conception. While we find comparatively little that corresponds to our formal team competitive games, there was some real, tangible substance of this character and universally there was expressed a love of strenuous, combative play which may seem incongruous in a people of the reputed phlegmatic nature of the Dutch.

In spite of the autocratic control of public affairs which the Dutch West India Company and the patroons attempted to maintain, the New Netherlanders in their social relationships were essentially democratic. Even though their democracy was the tainted one of a newly independent bourgeoisie and was mute of any subtle, philosophical pronouncement, it was at least a healthy tendency in the right direction which was enhanced by the mixture of Swedish, Huguenot, Palatine, English, Jewish and other adventurous blood in the colony.

Even play among the black slaves was encouraged and they had their own peculiar celebration of "Pinkster" (Pentecost) Day on Whitsunday. This celebration holds a unique place in American annals, being one of the few distinctly American folk-frolics—with its observance by an alien race. These "Pinkster" celebrations were continued until 1811, when they were banished as a public nuisance.

The athletic activity of the New Netherlanders was such as to excite the admiration of New England visitors, who expressed amazement that men and women, young and old, flew hither and yon on their ice skates and enjoyed "slees, great and small".

Horse racing appears to have been encouraged but little until after the English arrived in 1664. In Rensselaerswyck, the patroon's agent condemned one such event because of possible injury to the unshod farm beasts. But the English early established fox hunting on Long Island and a race course at Jamaica, while the Bowery in winter became some-

thing of a speedway where "they fly with great swiftness, and some are so furious that they turn out for none except a loaded cart."

DOUBTLESS the official references to golf in New Netherland documents means both the game which was approaching the golf of today and the old Dutch game of "Kolbe", which was played on the ice with an iron, egg-shaped ball and more closely resembled ice shinny. Golf has been traced back to the French "Jeu de Maille" of the Middle Ages. We have noted the lingering effects of the Middle Ages on the practice of medicine and we again find these effects on the sports of the seventeenth century. The game which eventually became golf went to the Netherlands from France. The Dutch found the boxwood ball, which the French had used along their highway courses, was too fast for the ice of the canals upon which the Netherlanders would play. So they evolved the iron egg. Also they invented an iron club and improved the proportions of all clubs. In fact they called the game "Kolbe"—or "Club".

Shipwrecked Scotch sailors witnessed the game and participated in it in the Netherlands. They brought it home to Inverness. In the sixteenth century the game was popular in Scotland as "Kowf", but again topography had necessitated a change in the ball. One of feathers and yarn was made. The great grandfather of the modern golf ball came into being in 1681 when the Scotch version of the game was popular in London town. John Pattersone, shoemaker, created a long distance ball with a wax core around which yarn was tightly wound.

Some of the legislation designed to protect property from golf balls in the hands of the New Netherland youths appears to have had in mind a shinny game played along the village streets. But in the most important game of early record there is evidence that the Scotch game had gone back to Netherlands and had been transported here by a Dutch burgher.

Philip Petersen Schuyler, great-grandfather of General Philip Schuyler of Revolutionary fame, was about to wed Margritta, the daughter of Barent van Slichtenhorst, director of the patroonate of Rensselaerswyck. Perhaps it was a bachelor's party in anticipation of this event which Philip Petersen sponsored on December 12, 1650, and at which this game of golf was played. We have no description of the course except that it was convenient to the kitchen of one Steven Jansen, the carpenter. There was a good reason for this location. The award for play was the brandy which Vrouw Jansen served in the kitchen.

NOW, what all these various first Americans were doing was nothing more or less than attempting to live—to

(Continued on page 32)

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High School Football Deaths

(Continued from page 26)

the condition that he was because of football, answered in the negative.

HIGH SCHOOL IN ILLINOIS: *Coroner's report:* The accident itself was a blow on the head received while playing football. This injury caused the player to become unconscious for a period of thirty minutes. He seemingly recovered and joked with the other players concerning it while on the route home. He again played football two weeks later, following which game he complained of stomach trouble. This trouble he reported as being fully recovered from the next day. The player had had some ear pathology for a long time, as well as some throat trouble. As he did not have any open wound or marks of any kind, which might have been produced by the football injury, the streptococcic infection had no source of entry into his blood stream other than by way of either the ear or throat trouble. Therefore, the contributory factor of his death was from one of the two pathological disorders: namely, ear or throat. Six weeks prior to his death he developed influenza. Death was due to septicemia.

Difficulties in Indiana Over Basketball Schedule

Difficulties over the scheduling of sectional games for the twenty-first annual State basketball tournament have arisen in Indiana with the dissatisfaction of the Northern Indiana Conference schools over assignments made by the Indiana High School Athletic Association.

Only two Northern teams can reach the finals of the State tournament because Northern members will play in only two of the sixteen regional tourneys in March.

Vincennes and Washington, both former State champions, are balking at their assignment to Sullivan, and Newcastle is aroused because it again must play at Muncie, which has many times been its lone stumbling block.

Principals and coaches of Elkhart County high schools have protested arrangements for their sectional meet at Goshen, principally because of the inclusion of South Bend Central, Riley High of South Bend, and Mishawaka High of Mishawaka in this section.

The Goshen gymnasium holds 2,000 spectators. This limit always has been reached when the sectional tourney included only Elkhart County's ten teams. The enrollment of South Bend Central is 1,800 students, while Riley has 1,200 and Mishawaka 1,100. It is doubtful if there will be accommodations at Goshen for all.

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THE OLD FIGHT, THE OLD PEP

[EDITOR'S NOTE: The following is a transcript of a pre-game address to the players delivered by the coach of a college basketball team which won its league championship last season. The speech is typical of the fifteen or more this coach delivers each season, and is here presented not as something bad or something good, but just as something.]

Scene: The dressing room before the game.

Coach (to the assistant-to-the-assistant manager.): "Close that door and keep everybody out that don't belong here! (To his players he bellows): Now I want all of you to keep quiet; I'm gonna do all the talkin'!"

The players are huddled about in a circle, all of them showing an air of grave seriousness, apparently awed by this preliminary burst of oratory.

Coach: "I suppose you fellows realize how important this game is tonight. All the other games have led up to this one and this is the game we gotta win if we're to have a chance for the title. And THIS is the game we're gonna win! But the only way we can win it is to go out there and run our hearts out for forty minutes. I want you to have that other team step-pin' on their own tongues at the end of the game. And the first guy I see loafin' out there will be yanked out; do you get that—he's comin' out!" (He scans the faces of the players to see whether his message has the desired effect.)

To his star center: "Joe, what are you gonna do out there tonight?"

Joe: "Gee! Coach, I'm goin' out there and give 'em the works from the first whistle!"

Coach: "That's it, that's the way I like to hear ya talk!" *To his captain:* "Jack, what kinduva leader are you gonna be out there tonight?"

The Captain (solemnly): "A good leader, coach."

Coach: "What! Is that all you can say? You know what you shoulda said, don't you? That you're gonna be an example to your team; that you're gonna press your man from the first minute to the last, and that you're gonna follow your man so close on defense that he'll think he's had a man on his back all evening; and that lastly you're gonna show the team *why* they elected you captain! Now get that, and show some spirit when you talk."

"Now, what's the first thing we gotta do out there tonight?"

Chorus of voices: "Get the tap."

Coach: "Ah! That's the stuff, that's what I wanna hear. And what's the second thing we gotta do?"

Another chorus of voices: "Cut for the basket."

Coach: "Right! Now we're gettin' somewhere. But what's the two most important things we gotta think about tonight?"

A wit among the players: "Offense and defense."

This upsets the coach's balance for a moment, but he dismisses it by saying something about "keeping serious".

Coach: "Now on defense, what has each man gotta do?"

Players: "Watch his man."

Coach: "You bunch of numb-skulls! That answer don't mean anything. It's a wonder to me how you guys keep eligible! What you gotta do is to stay between your man and the basket; you gotta press him all the time, and never let him get in front of you!"

"Now Murray, if that man you're playin' against tonight comes in and tries to steal the tap from you, I don't wanna see you stand there and let him bump you out of the play the way your man did in the last game. Why, he hit you with everything but the charter of the school! What are you gonna do if your man tries that tonight, huh?" (The player, cowed, is lost for an answer for a moment.) "Come on, answer me," says the Coach, "What are ya gonna do to 'im?"

Murray: "I'm gonna smack him down, coach!"

Coach: "That's the way I like to hear you talk. And I wanna see you do that tonight!" He turns to a forward—"And you, Mulligan, do you know I lost sleep the other night on account of you? In that last game you remember on that jump ball when the captain here was jumpin' against that big center of the other team that was almost a foot taller than he is? Well, you were standin' in position on the offense, thinkin' we would get the jump! I had to holler my lungs out before you got wise. What ever made you do a crazy thing like that?"

Mulligan (solemnly): "I have great confidence in my captain, sir."

Coach: "You ever do a thing like that again and you'll ride the bench. You gotta realize that this basketball's a game of brains; I can't do *all* the thinkin' for ya."

He turns to his players—"Now you're puttin' yourselves on exhibition out there tonight, and this game will show whether you've absorbed my teachings or not. It's just another ball game, you know, but if you don't win it, I'll feel like leavin' town!"

"Now, let's see you run and run hard out there tonight. After the game I'll tell ya whether you got the stuff that makes champions! I want you to come up here at the half with a ten-point lead! All right, everybody outta this room on the run, and get down there and fight!"

On the way to the court a veteran player turns to one of his team-mates and remarks, "The coach should have asked me those questions; I know all the right answers."



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The Scholastic Coach: His Inheritance

(Continued from page 29)

preserve a bare physical existence for the most part. Their great gift to posterity was a new world wrested for themselves from savage and wilderness and a new people created from their old selves and heritages by new environment. Much of that, which they did and which we commend, they did unconsciously and the merits of their achievements were generally a by-product of efforts directed toward another purpose altogether.

Let historians argue the respective claims of contributions to America. The lesson here for the physical educator is that play-games were thus proven inherently social; that they were needed for diversion when not needed for healthful exercise; that they found best expression not in the most numerous, or pious, or cavalier colony, but in the smallest—one where their entertainment was frankly enjoyed and was not utterly damned because of its general boorishness. It was the diversion of holy day festival, of ministerial lectures and official announcements—of public executions, if you will, (morbid, to be sure)—of "pulling the goose", bowling on the green, horse racing, hunt meets, wolf beats, bear baiting, skating, sleighing, which made it possible for a few subject people to preserve their play customs and insinuate them into the warp and woof of our social fabric.

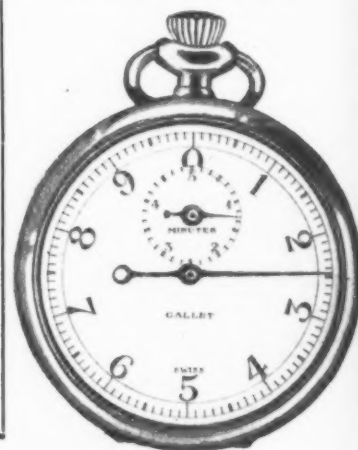
Entertainment is a very essential element in physical education rooted as such education is in the play instinct. It is the sauce that also partakes of substance in whetting the appetite for the health and social and economic foods which it is the province of the physical educator to prepare and serve. The good chef further intrigues the appetite with his garnishings. Though we conceive of the physical educator's profession as comprehensive and profound, he will do well not to hold himself aloof to a bit of the chef's showmanship now and then. Our search for background and tradition may seem to indicate that the "show" has been a stalwart trimming upon which festival, frolic, recreation and "the game" has ever been able to rely.

Some there may be who assert that there is too much of the hocus-pocus of showmanship already in the profession. Doubtless there is a happy medium to be found and maintained. It is not surprising if this so new profession is making its mistakes. The medical profession survived the quackery of "shoemakers, weavers, and almanack makers", though some of its patients did not. The profession of physical education will doubtless survive, and perhaps thrive on its own errors; nor will the errors be as costly to the subjects of experimentation as were the guesses and imaginings of the Governor Winthrops and their medical advisers.

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